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ABSTRACT

The School District Data Book is an electronic library containing social, economic, and administrative data for each of the 15,274 public school districts in the United States. It contains the most comprehensive demographic database ever developed for the nation's children. The School District Data Book is maintained on a set of 44 CD-ROMs. With a conventional microcomputer equipped with a CD-ROM reader, immediate access is provided for up to 200,000 data items for each district or county. The mapping feature allows users to view maps of all individual districts. A "Top 100" database provides a compact file of key components, and a CD-ROM slide show provides an overview of the Data Book project. This reference manual contains an overview of the project and the files, examples of use of the Data Book information, and explanations of how to access the various files. Sixty-four screens are reproduced to help users locate files of interest. Eight appendixes provide detailed and supplemental information. (SLD)

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ED 399 263

NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

November 1994

# School District Data Book Reference Manual

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NCES 95-705

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual November 1994

# School District Data Book Reference Manual

A CD-ROM software and database system developed by
The MESA Group

Ted Drews, Project Officer
National Center for Education Statistics

U.S. Department of Education
Office of Educational Research and Improvement NCES 95-705

**U.S. Department of Education**
Richard W. Riley
*Secretary*

**Office of Educational Research and Improvement**
Sharon P. Robinson
*Assistant Secretary*

**National Center for Education Statistics**
Emerson J. Elliott
*Commissioner*

**National Center for Education Statistics**

"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

November 1994

Contact:
Ted Drews
(202) 219–1731

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Arthur J. Norton
Jane H. Ingold
Paul M. Siegel
Christophre Gaebler
John Wells
Nancy L. Sweet

Decennial Management Division:

Thomas C. Walsh
Donald R. Dalzell
Dennis W. Stoudt
Jess D. Thompson

From the U.S. Bureau of the Census:

Geography Division:

Robert W. Marx
Joel Sobel
Catherine McCully

Data User Services Division:

Forrest B. Williams
Larry W. Carbaugh

Governments Division:

Larry MacDonald

Field Division

Gail Leithauser
David McCormack
Sharon Neugebauer

From the MESA Group:

Warren G. Glimpse
George Grier
Eunice S. Grier
Carl A. Friedman
Suzanne L. Grier

Other participating in development include:

Steve Boal, Iowa Department of Education
Janet Nickel, Wichita State University

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# 1. Introduction to the School District Data Book

This section provides general information regarding the role, scope and uses of the School District Data Book.

## 1.1. General Information

The School District Data Book is an information resource of the National Center for Education Statistics (NCES), U.S. Department of Education. For information about the School District Data Book project, contact:

National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW, Room 408
Washington, DC 20208

The School District Data Book has been developed by The MESA Group using data supplied by the Census Bureau and NCES.

For assistance with use of the Data Book, contact:

The MESA Group
School District Data Book
P.O. Box 816
Alexandria, VA 22313-0816

Telephone: (703) 418-4002
Fax: (703) 418-4017

Electronic Access to Information. You may also access information similar to that contained in this manual while operating the SDDB system. Refer to section 1.1.3. for additional information.

### 1.1.1. Overview

The School District Data Book is an electronic library containing social, economic and administrative data for each of the 15,274 public school districts in the United States. Perhaps most notably, the School District Data Book contains the most comprehensive demographic database ever developed for the nation's children.

The School District Data Book is contained on a set of 44 CD-ROM's. Using a conventional microcomputer equipped with a CD-ROM reader, immediate access is provided to data for every school district, county and state and the United States as a whole.

This immense database of approximately 20 gigabytes, 20 billion characters, of data (after reduction by data compression techniques) provides up to 200,000 data items for each school district or county. The mapping features enables users to view maps of all individual school districts in the nation for the first time.

The School District Data Book enables users to:

Examine demographics, operations and finances of any school district.

- Assess special needs of the children and households served.
- Plan for types of growth or decline in student membership.

Compare characteristics of one school district to any other.

Locate districts within a region having certain characteristics.

Draw a thematic map to examine geographic distributions.

Extract data in a form that can be manipulated and used with your own data.

Use reference features as a handy electronic library.

The School District Data Book has been developed under the sponsorship of the U.S. Department of Education National Center for Education Statistics (NCES). The principal interest of NCES in developing the School District Data Book is to provide an effective way for the Department and Congress to access, analyze and interpret data from the 1990 Census School District Special Tabulation. However, since this information can benefit state and local education agencies as well as researchers, policy analysts and administrators in a variety of other organizations, NCES implemented a program to meet these broader needs.

#### 1.1.1.1. Background and Development

**Census Mapping Project**. Development of the School District Data Book started in 1988 with the Census Mapping Project. Under this initiative, sponsored by the National Center for Education Statistics and coordinated by the Council of Chief State School Officers, all states participated in a program to develop school district maps. The maps, the first complete set ever to be developed for the nation, were the critical first step in the development of the database.

A public school district is an area whose public schools are administratively affiliated with a local education agency recognized by the state education agency as responsible for implementing the state's elementary and secondary public education program. Through the Census Mapping Project, 15,274 school districts were mapped.

School districts delineated by the Census Mapping Project are usually the same as those referenced in the NCES Common Core of Data Program. Accordingly, the Census Mapping Project used names and codes from the 1989-90 Common Core of Data as a means of identification.

Most areas of the U.S. are covered by one or more school districts. However, there are parts of some states that are not covered by any school district. These 60 areas are referred to as "balance of county" areas and treated as "pseudo" school districts in the SDDB. As a result, all areas of the U.S. are accounted for through the Census Mapping Project.

Paper maps developed by individual states were sent to the U.S. Bureau of the Census. The Census Bureau digitized the maps and transferred the resulting data into the Census Bureau's TIGER System. The TIGER (Topologically Integrated Geographic Encoding and Referencing) System is used by the Census Bureau as a way of tabulating address-oriented data. Once the school district maps were a part of the TIGER system, each of the nation's 6.5 million census blocks could be uniquely associated with their respective school districts.

**MESA Group and SDDB Development**. In 1992, the National Center for Education Statistics contracted with The MESA Group of Alexandria, Virginia to develop the School District Data Book (SDDB). It would be MESA's responsibility to assemble the raw data into the databases that became a part of the SDDB and to design and develop the software to meet the goals of the Department of Education or utility and ease of use.

**1990 Census School District Special Tabulation**. In 1993, under the sponsorship of NCES, the Census Bureau produced the 1990 Census School District Special Tabulation files that comprise approximately 95 percent of the SDDB's data. MESA and Census Bureau staff worked together to develop data compression techniques to transfer the data files from a mainframe computing environment into microcomputer databases.

The Census Bureau delivered the school district special tabulation files to MESA on approximately 200 high density magnetic tape reels. MESA transformed the census special tabulation data into a database structure suitable for CD-ROM and microcomputer use.

**Additional Statistical Data Sources**. In 1993-94, The MESA Group, with support from NCES, acquired two nondecennial census data files and integrated these into the SDDB CD-ROM framework. Described in more detail below, these files include:

o administrative data from the NCES 1989-90 Common Core of Data (data on teachers, schools and students) and

o financial data from the 1989-90 Survey of School District Finances produced by the Census Bureau for the Department of Education.

**School District Boundary Files**. In 1994, also under sponsorship of NCES, the Census Bureau provided The MESA Group with the TIGER/Line files for the U.S. The TIGER/Line files are a product of the Census Bureau and are themselves contained on CD-ROM. They contain data describing attributes of all street and nonstreet (such as rivers) features of the entire U.S.

The 1994 TIGER/Line files used in development of the SDDB are referred to as "Version 5," are the only TIGER/Line files that contain coding for the school districts resulting from the Census Mapping Project. Other versions of TIGER/Line files have been released earlier.

Using the TIGER/Line files, The MESA Group developed boundary files for all school districts in the U.S. These boundary files are used by the SDDB software to draw maps of school districts. The boundary files are an integral part of the SDDB CD-ROM series.

**SDDB Software**. During the period 1992-94, The MESA Group developed the software to be distributed on the SDDB CD-ROM. The SDDB software design is critical to meeting the goals of NCES to have the data not only easily accessible but also highly usable -- by users with varying interests and technical backgrounds.

The main features of the SDDB include:

*Profiles and Tables*

- select geography through menu-driven operations
- select prestructured profiles providing highlight data, or
- select data for tabular display from the school district special tabulation files

*Database Operations*

- extract data from SDDB databases for use in other applications
- locate districts/counties/states meeting any specified criteria in the SDDB database
- prepare reports showing data across geographic areas
- obtain basic distributional statistics for SDDB data

*Maps*

- display map outlines for

  U.S. by State
  State by District
  State by County

- display thematic maps showing subject matter in the SDDB for states, districts and counties

*Electronic Index, Glossary and Reference*

- the reference manual is electronic and may be queried for information to help answer any immediate application question or to lookup information on any topic by keyword.

- the electronic glossary functions like the reference manual providing online definitions

- the electronic index, a subject matter index, functions like the reference manual and facilitates access to data by topic.

**1.1.1.2. Copyrights and Redistribution**

All statistical, geographic and text data files contained on the SDDB CD-ROM are regarded as public domain and may be used in any manner. All files, including software, contained in the SDDB CD-ROM directory "SDDB," may also be used in any manner.

Certain software in the SDDB CD-ROM directory "IMAGE3A," is copyrighted and is being distributed by the Department of Education under a restricted licensing agreement. The files named IMAGE2.EXE and IMAGE2.OVR are copyrighted products of Warren G. Glimpse and are licensed for use only with a SDDB CD-ROM issued by the Department of Education. The files named DRIVERS.EXE and files named in the manner *.SYS are copyrighted products of Graphic Software Systems, Inc. and are licensed for use only with a SDDB CD-ROM issued by the Department of Education.

**1.1.1.3. Contents of the School District Data Book**

The School District Data Book is distributed only on CD-ROM. The 44-volume CD-ROM set includes a U.S. by State volume and state by school district and county volumes.

*Basic content of each CD-ROM*

o SDDB software and reference files

o For all districts, counties, states and the U.S.:

- "Top 100" database of key demographic items
- Administrative database (no county data)
- Financial database (no county data)

o Boundary files for maps
- U.S. by State
- State by county (all states)

*Content of the U.S. by State CD-ROM*

o Basic content (above)

o U.S. and State 1990 Census school district special tabulation data.

*Content of each State by District CD-ROM*

o State, district and county 1990 Census school district special tabulation data for that state. Several states require two or more CD-ROM, while in other cases two or more states are contained on one CD-ROM.

**1990 Census School District Special Tabulation**. The 1990 Census School District Special Tabulation data are provided for each school district, county, state and the U.S. This section provides an overview of the types of data tabulated in the special tabulation. Section 5 provides an expanded description of the record types described below and references the source of additional electronic documentation. Issues concerning processing and data accuracy are described in the appendices.

For the 1990 Census school district special tabulation, data are organized by 7 types of tabulation records:

| | Items |
|---|---|
| 1 - Characteristics of All Households | 981 |
| 2 - Characteristics of All Persons | 5,688 |
| 3 - Characteristics of Households with Children | 808 |
| 4 - Characteristics of Parents with Children | 3,187 |
| 5 - Children's Households Characteristics | 808 |
| 6 - Children's Parents Characteristics | 2,813 |
| 7 - Children's Own Characteristics | 2,271 |

Roughly 70 percent of the data items in each record correspond to the Census Bureau subject matter tables used in the 1990 Census Summary Tape File 3. Additional tables follow similar numbering/reference nomenclature but have been defined by NCES to meet more specific types of data uses; e.g., dropout population and at-risk populations.

For record types 3 through 7, tabulation categories are further detailed by type of enrollment:

1 - Total Enrolled & Not Enrolled
2 - Total Enrolled (Public & Private)
3 - Enrolled in Public School
4 - Enrolled in Private School
5 - Not Enrolled

For each type of enrollment category, as applicable for a school district age/grade coverage, in record types 3 through 7, the data are further broken down by the following age/grade categories:

1- Total Relevant
2- Pre-Kindergarten
3- Kindergarten
4- Grade 1- 4
5- Grade 5- 8
6- Grade 9-12
7- Age 0- 2 years
8- Age 3- 4 years
9- Age 5-13 years
10- Age 14-17 years
11- Age 18-19 years
12- Age 3-19 years
13- Age 5-17 years

**Top 100 Database**. The "Top 100" database was developed to provide a compact file of key data items to be provided on each CD-ROM for each district, county, state and the U.S. These data have been drawn mainly from the Census school district special tabulation. They include:

Persons by Sex
Persons by Type of Household
Persons by Urban/Rural Status
Persons by Race/Ethnic Origin
Labor Force Status
Educational Attainment
Families
Households with Children
Housing Units by Tenure/Occupancy
Occupied Housing Units by Urban/Rural Status
Economic Characteristics
    Median Gross Rent
    Median Housing Value
    Per Capita Income in 1989
    Median Household Income
    Public Assistance Income in 1989
    Poverty Status, Income in 1989
Dropouts
At-Risk Pre-School Age Children
At Risk School Age Children
Attributes of Children
    Sex
    Urban/Rural Status
    Race/Ethnicity
    Age
    Household Type
    Poverty Status
    Enrolled in School
        Sex
        Race/Ethnicity
    Enrolled in Public School
        Sex
        Race/Ethnicity
Administrative (Common Core of Data)
    Students
    Teachers
    Schools
Financial (Census of Governments)
    Total Revenue
        Local Revenue
        State Revenue
        Federal Revenue
    Total Expenditures
        Current Expenditures
          Instruction Expenditures
          Support Expenditures

**Survey of Governments Financial Data**. The financial data, from the 1989-90 Survey of Governments School District Finances, includes data on the following subjects (complete detail not shown). Section 5 provides an expanded description of these data.

Total Revenue by Sources
- Total Local Revenue
  - Taxes by category
  - Parent Government Contribution
  - Local Intergovernmental
  - School Lunch and other charges by category
  - Interest Earnings
  - Other
- Total State Revenue
  - Direct from State
  - State Revenue on Behalf of LEA
- Total Federal Aid
  - Federal Aid Through State
  - Direct Federal Aid

Total Expenditures by Function
- Current For Instructional Programs
  - Instruction by category
  - Support Services by category
- Noninstructional Current Spending by category
- Capital Outlay Expenditure by category
- Payments to Other LEA's & Governments
- Interest on Debt

Long-Term Debt Issued
Long-Term Debt Retired
Long-Term Debt Outstanding, End Yr
Short-Term Debt Outstanding, Beg Yr
Assets at End of Year
Sinking Fund
Bond Fund

**Common Core of Data -- Administrative Data**. The administrative data have been derived from the 1989-90 Common Core of Data - School Level File. Using the school level data, school district level aggregates were prepared for schools, teachers and students cross-classified by:

- Urban/Rural classifications
- Race/ethnic origin
- Enrollment size
- Type of school
- Free lunch eligibility

Section 5 provides an expanded description of these data.

### 1.1.1.4. Slide Show

The CD-ROM contains a slide show that may be useful in obtaining an overview of the School District Data Book project. All of the slide show is contained in the directory SDDBSHOW.

You may view the slide show by entering the following commands:

```
D:\>E: <enter>
```

(change drives to your CD-ROM drive)

```
E:\>CD SDDBSHOW <enter>
```

(change directory and move into the SDDBSHOW directory)

```
E:\>SHOW SDDB <enter>
```

(start the slide show)

After the show has started, use the following commands:

| | |
|---|---|
| Esc ... | stop show |
| PgDn ... | go to next slide |
| PgUp ... | go to previous slide |

The show has automatic timing on the slide display time. This timing may be suitable and not require you to use the PgDn/PgUp keys. As appropriate use the spacebar to pause on one display. Press Enter to restart display after space bar.

### 1.1.2. Summary of Operations

Start School District Data Book operations with the following steps:

1. In DOS, change directories as required so that the DOS prompt shows that you are located in the SDDB directory of your hard disk drive.

2. Type the DOS command SDDB <enter>.

The system will now start and display the main menu which appears as shown below.

#### 1.1.2.1. Main Menu

This section reviews options available from the Main Menu.

From the Main Menu you may choose one of the following operations:

1 - Profiles and Tables
2 - Database Operations
3 - Maps
4 - Quit (exit)

Profiles and Tables enables you to retrieve data and have it presented in a preorganized format. Detailed information is presented in section 2.

Database Operations enables you to extract data from the master database, locate areas with certain characteristics, prepare custom structured reports and obtain basic distributional statistics. Detailed information is presented in section 3.

Maps enables you to draw thematic maps for the geography and subject matter that you select. Detailed information is presented in section 4.

#### 1.1.2.2. Menu Operations

Most of the School District Data Book is operated by making a selection from a menu. A menu is presented on the display screen with choices from which you may select. A selection is made from the current menu and the system determines the next course of action.

When a menu is displayed, the number of choices available varies. To move between alternative choices, press the up or down arrow. As the arrow key is pressed, the highlight bar moves in the direction indicated.

To choose an option from the menu, press Enter when the highlight bar is on the selection of choice.

Mouse Usage. There is no mouse functionality in the system.

Previous Menu. In general, you may press the Esc key and control will be returned to the previous menu.

### 1.1.3. Help Feature

Information similar to that contained in this manual may also be accessed electronically. While operating the system, press the F1 function key to get the help menu. You will then be given two choices--context or general.

For help or information on the operation that you are presently performing, choose the "Context" option. If you want general information or desire to select a topic of your choice, choose the "General" option.

Choosing the General option places you in the table of contents area. Using the directional arrow key, move the highlight bar to the topic of interest. To view a topic of interest, press the Enter key when that topic is highlighted.

When you are done using the help facility press the Esc key. Control will then be returned to the operating location from where you requested the help feature.

### 1.2. Step-by-Step Examples of Using SDDB

The next few sections provide examples of how you can use SDDB to perform various types of applications. For many users, these steps will prove to be intuitive or easily understood with the Help feature, invoked with the F1 function key. Further description of the menu operations is reviewed in sections 2 through 4.

#### 1.2.1. Basic data for the United States

This example is the most basic operation that can be performed with the SDDB. It only involves pressing Enter for each menu that appears.

Follow these steps:

1 - Start SDDB

2 - Enter to select Profiles and Tables

3 - Enter to select Geography and ...

4 - Enter to select United States

(this defines geographic scope)

5 - Enter to select a District, State or the U.S.

6 - Enter to select the United States

(this defines specific geography)

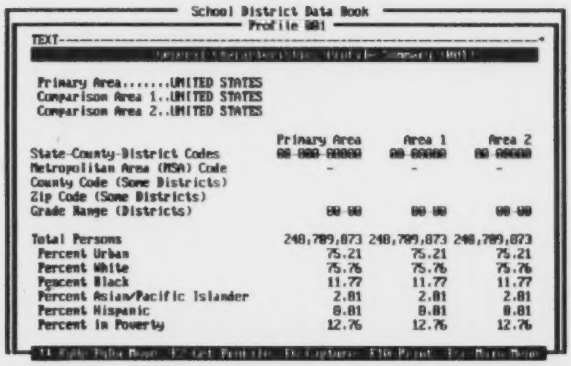
7 - Enter to select Proceed ...

8 - Enter to select Profiles

9 - Enter to select General Characteristics--Summary

10 - Enter to select Use default ...

Your display should appear like the following screen.




The form of this display is always of a geographic comparative nature. The general characteristics profile offers you a "primary" area and two "comparison" areas. In this simple display, the primary and comparison areas are all the same. Ready for a more interesting example? Proceed to 1.3.2.

Note: if you followed these steps and did not get the U.S. profile, the system has not been fully installed. Refer to installation in the appendix (A.1.) for more information.

If something goes wrong, anyplace along the way, press Esc to go to the previous menu.

#### 1.2.2. Basic data for New York City school district

Follow these steps:

1 - Start SDDB

2 - Enter to select Profiles and Tables

3 - Enter to select Geography and ...

4 - Arrow (use directional arrow) down to New York

*Enter* to select New York

(this defines geographic scope)

5 - Enter to select a District, State or the U.S.

6 - Press the F3 Key

Key in (without quotes) "New Y" and press Enter

*Enter* to select New York City PSD

(this defines specific geography)

7 - Enter to select Proceed ...

8 - Enter to select Profiles

9 - Enter to select General Characteristics--Detailed

10 - Enter to select Use default ...

Your display should appear like the following screen.



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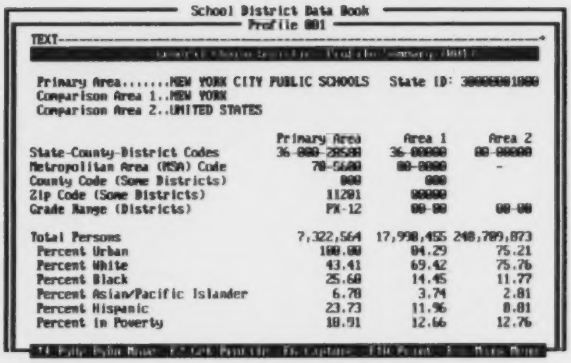
School District Data Book
Profile 001
TEXT
Primary Area.....NEW YORK CITY PUBLIC SCHOOLS State ID: 3600000001000
Comparison Area 1..NEW YORK
Comparison Area 2..UNITED STATES
Primary Area Area 1 Area 2
State-County-District Codes 36-000-28580 36-00000 00-00000
Metropolitan Area (MSA) Code 70-5600 00-0000 -
County Code (Some Districts) 000 000
Zip Code (Some Districts) 11201 00000
Grade Range (Districts) PK-12 00-00 00-00
Total Persons 7,322,564 17,990,455 248,709,873
Percent Urban 100.00 94.29 75.21
Percent White 43.41 69.42 75.76
Percent Black 25.60 14.45 11.77
Percent Asian/Pacific Islander 6.70 3.74 2.81
Percent Hispanic 23.73 11.96 8.81
Percent in Poverty 18.91 12.66 12.76

The form of this display is always of a geographic comparative nature. The general characteristics profile offers you a "primary" area and two "comparison" areas. This display shows use of the default comparison area geography--if you select a district (or county) the default comparison areas will always be the respective state and the U.S.

For a comparative display depicting two or more districts, Proceed to section 1.3.3.

### 1.2.3. A comparative display of two selected districts

Follow these steps (only step 9 and remaining steps differ from the previous example):

1 - Start SDDB

2 - Enter to select Profiles and Tables

3 - Enter to select Geography and ...

4 - Arrow (use directional arrow) down to New York

Enter to select New York

(this defines geographic scope)

5 - Enter to select a District, State or the U.S.

6 - Press the F3 Key

Key in (without quotes) "New Y" and press Enter

Enter to select New York City PSD

(this defines specific geography)

7 - Enter to select Proceed ...

8 - Enter to select Profiles

9 - Arrow down one line to profile 002 ...

10 - Enter to select General Characteristics--Detailed

11 - Arrow down one line to Select my own ...

12 - Enter to Select my Own ...

13 - Press the F3 Key

Key in (without quotes) "Ill" and press Enter

Enter to select Illinois

14 - Press the F3 Key

Key in (without quotes) "City of C" and press Enter

Enter to select City of Chicago PSD

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15 - Press the F3 Key

Key in (without quotes) "Cal" and press Enter

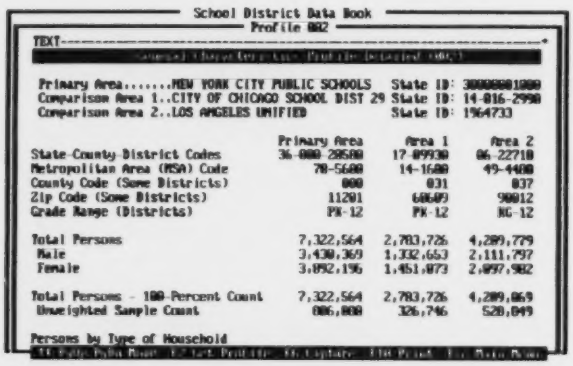
Enter to select California

16 - Press the F3 Key

Key in (without quotes) "Los Angeles U" and press Enter

Enter to select Los Angeles Unified

Your display should appear like the following screen.


School District Data Book
Profile 002
TEXT
Primary Area.....NEW YORK CITY PUBLIC SCHOOLS State ID: 3600000010000
Comparison Area 1..CITY OF CHICAGO SCHOOL DIST 29 State ID: 14-016-2990
Comparison Area 2..LOS ANGELES UNIFIED State ID: 1964733
Primary Area Area 1 Area 2
State-County-District Codes 36-000-20580 17-099030 06-22710
Metropolitan Area (MSA) Code 70-5600 14-1600 49-4400
County Code (Some Districts) 000 031 037
Zip Code (Some Districts) 11201 60649 90012
Grade Range (Districts) PK-12 PK-12 KG-12
Total Persons 7,322,564 2,783,726 4,289,779
Male 3,430,369 1,332,653 2,111,797
Female 3,892,196 1,451,073 2,997,982
Total Persons - 100-Percent Count 7,322,564 2,783,726 4,289,069
Unweighted Sample Count 806,000 326,746 520,049
Persons by Type of Household

### 1.2.4. Printing a profile

To print the profile displayed in the forgoing example (or any other such display) verify that your printer is connected and turned on and press the F10 key. The contents of the display will then be printed.

### 1.2.5. Profile in a DOS file for Word Processing

If you want to modify the profile you just displayed, as you exit SDDB to DOS, you can retrieve the file named "NEWFILE.DAT" that is located in the SDDB directory. This file contains a verbatim display of what you viewed on the last session screen display.

This file is re-written each time SDDB performs a display. So, if you want to retain a particular display, exit to DOS after the display and rename the print file.

### 1.2.6. A summary for all counties in a state

This example shows you how to create your own booklet to take out of the SDDB library! This example is a variation of 1.2.3.

Follow these steps:

1 - Start SDDB

2 - Enter to select Profiles and Tables

3 - Enter to select Geography and ...

4 - Arrow (use directional arrow) down to Arizona

Enter to select Arizona

(this defines geographic scope)

5 - Arrow down to the 4th option

6 - Enter to select All counties in the state

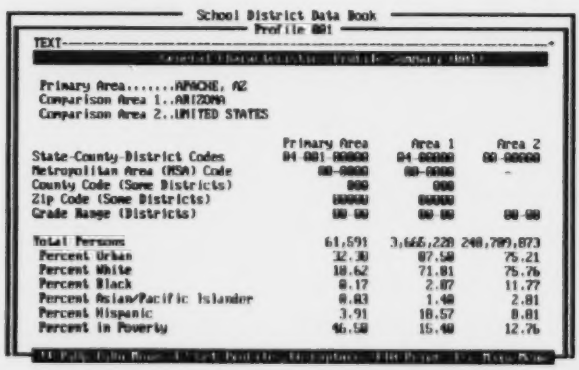
7 - Enter to select Proceed ...

8 - Enter to select Profiles

9 - Enter to select General Characteristics--Summary

10 - Enter to select Use default ...

After pressing PgDn/PgUp and the arrow keys a few times, you should be able to get you display to appear like the following screen.


School District Data Book
Profile 001
TEXT
Primary Area.....APACHE, AZ
Comparison Area 1..ARIZONA
Comparison Area 2..UNITED STATES
Primary Area Area 1 Area 2
State-County-District Codes 04-001-00000 04-00000 00-00000
Metropolitan Area (MSA) Code 00-0000 00-0000 -
County Code (Some Districts) 000 000
Zip Code (Some Districts) 00000 00000
Grade Range (Districts) 00-00 00-00 00-00
Total Persons 61,591 3,665,228 248,709,873
Percent Urban 32.30 87.50 75.21
Percent White 10.62 71.81 75.76
Percent Black 0.17 2.87 11.77
Percent Asian/Pacific Islander 0.83 1.40 2.81
Percent Hispanic 3.91 18.57 8.81
Percent in Poverty 46.50 15.40 12.76

Now as you press page down and browse through the display, you will see that the summary profile has been created for each county in Arizona. If you press F10 now, and the printer is connected, a page will be printed for each county.



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### 1.2.7. A report with each state from the Census CD

The example in 1.2.6. presents the data in a "table-oriented" manner. To obtain a report or list-oriented display, use Database Operations.

To run the following example, remember that you must have the U.S. by State CD-ROM as the active CD-ROM.

You might want a simple display of data by states to appear as follows:

| Record # | NAME | P008001 |
|---|---|---|
| 1 | United States | 29477923 |
| 2 | Alabama | 446664 |
| 3 | Alaska | 75307 |
| | ... | |
| 49 | Washington | 678646 |
| 50 | West Virginia | 301488 |
| 51 | Wisconsin | 686790 |
| 52 | Wyoming | 88334 |

The above display has been prepared using the Database Operation-Report. Each line provides the name of the area and a single data item.

P008001 is table 008, item 001 from the total relevant children record. P008 is total relevant children by race. Item 001 is White. Though not shown on the header line above, this report has been prepared for total relevant children enrolled in public school.

To prepare the above report, follow these steps (assuming the U.S. by State CD-ROM is active):

1 - Start SDDB

*Step 1 - extract the data from the CD-ROM database*

2 - Enter to select Profiles and Tables

3 - Enter to select Geography and ...

4 - Enter to select United States

5 - Arrow down to the 5th option

6 - Enter to select All States

7 - Enter to select Proceed ...

8 - Arrow down one to Tables

9 - Enter to select Tables

10 - Arrow down one to Children's Own Characteristics

11 - Enter to select Children's Own Characteristics

12 - Arrow down 3rd option - Enrolled in Public School

13 - Enter to select Enrolled in Public School

14 - Enter to select 1st option - Total Relevant

15 - At Select Specific Table, arrow down to line CO P008 ... and press Enter

16 - Enter to select Proceed ...

17 - Enter to accept default geography comparison

*Data extraction now takes place, area (state) being processed is shown at top of screen.*

18 - After the table displays, press Esc

*Step 2 - prepare the report*

19 - Press Esc, go to main menu

20 - Enter Database Operations

21 - Arrow down one to Report

22 - Enter to select Report

23 - Arrow down four to 1990 Census ...

24 - Enter to select 1990 Census database

25 - Enter at the prompt for file name ... we choose to see the data on screen rather than file.

26 - At prompt for Enter Output Field #1, key in NAME

27 - At prompt for Enter Output Field #2, key in P008_001

Note: data item field names are composed of the table (P008) and the cell within table number (001). If the table referent is 4 characters, instead of 5, the underscore (_) is inserted between the table number and cell number. This name standardization makes all field names the same length.)

28 - At prompt for Enter Output Field #3, Press Enter to terminate the field selection list.

29 - Enter to use no selection expression

The report now appears. At this stage, you may return to the top of Step 2 above and repeat the report with different options (e.g., different field order, different fields, redirect the display to a file or use a selection criteria to qualify areas for your report.

Note that the underlying file that is being used as the source for the data, extract.dat, will be overwritten the next time you perform a sequence of steps like Step 1 (or use the Database Operations-Extract.

## 2. Profiles and Tables

From the Main Menu screen, shown below, start Profiles and Tables by pressing Enter with the highlight bar on the Profiles and Tables option.

Before proceeding, the definitions of profiles and tables are reviewed. A profile is defined as an organized data presentation where all of the descriptive information and items displayed are predetermined. A table is defined as an organized data presentation where the describe information and items are predetermined in modular sections. The modular sections, selected by the user, are organized into the composite display in the manner specified by the user.

A profile generally characterizes many general, preplanned attributes about a geographic area. A table may contain quite detailed data about a particular subject. The profile offers a more macro view while the tables offer a micro view or zoom into the details.

Tables are only found as a request option for Census data.

After selecting the Profiles and Tables option, the menu presented below appears.

The Glossary and Index options are discussed in a later section. For now, choose the option Select Geography and Subject Matter.

### 2.1. Select Geography and Subject Matter

As the name suggests, the next steps are to (1) select the geography of interest and (2) specify the subject matter, data items, of interest.

#### 2.1.1. Select Geography

Selecting geography involves three steps:

(1) setting the scope of the geographic request, typically a state,

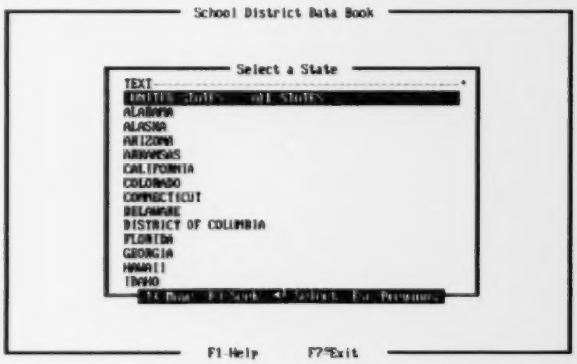
(2) specifying the type of geography that your are requesting, such as a school district, and

(3) specifying the exact geographic area(s) desired.

##### 2.1.1.1. Select a State

The selection made from this menu sets the geographic scope for the data request--the U.S. or a state.

After the previous menu, the following menu appears:




From this menu, choose a particular state or the U.S. overall.

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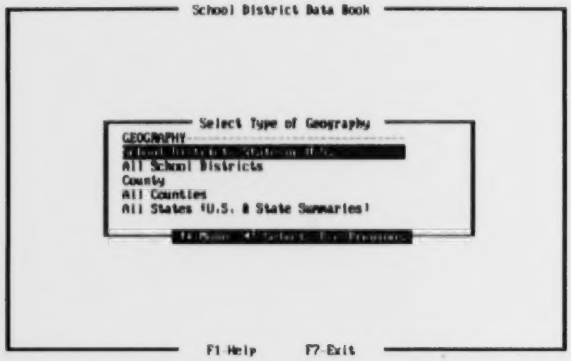
### 2.1.1.2. Select Type of Geography

The next step is to specify what type of geography is being requested and the scope of the selection (i.e., one area or all areas).

The menu screen now appears as follows:




As shown in the above menu, the options are:

1 School District, State or U.S.
2 All School Districts
3 County
4 All Counties
5 All States [U.S. & State Summaries]

Option 1 should be used to retrieve data for one district, county or state.

Option 2 will result in all districts being selected for the state specified in the previous menu. This option is state-specific and should not be used to select all districts in the U.S.

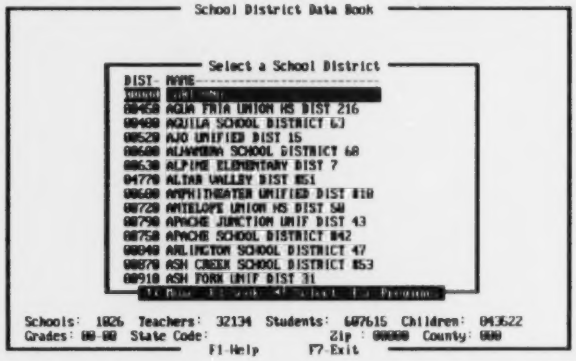
Option 3 is used to select one county.

Option 4 operates like Option 2 but for counties.

Option 5 selects the U.S. and all states.

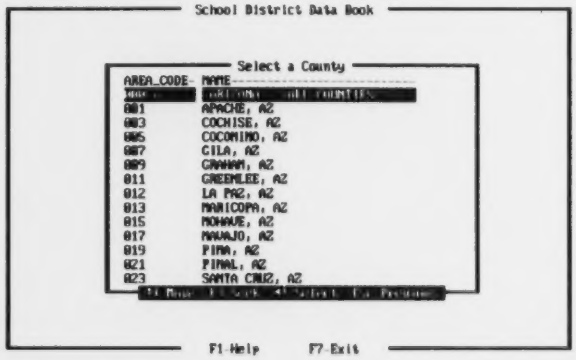
### 2.1.1.2.1. Select a School District

If option 1 is selected from Select Type of Geography menu, the Select a School District menu appears as shown below. This screen will appear as shown only if (1) Arizona was selected in the "Select a State" menu and (2) School District was selected in the "select Type of Geography" menu. Assuming Arizona and school district were selected previously, districts are shown as follows


School District Data Book
Select a School District
DIST NAME
00450 AGUA FRIA UNION HS DIST 216
00480 AQUILA SCHOOL DISTRICT 63
00520 AJO UNIFIED DIST 15
00660 ALAMEDA SCHOOL DISTRICT 68
00630 ALPINE ELEMENTARY DIST 7
01770 ALTAR VALLEY DIST 51
00600 AMPHITHEATER UNIFIED DIST 10
00720 ANTELOPE UNION HS DIST 50
00750 APACHE JUNCTION UNIF DIST 43
00750 APACHE SCHOOL DISTRICT 42
00840 ARLINGTON SCHOOL DISTRICT 47
00870 ASH CREEK SCHOOL DISTRICT 53
00910 ASH FORK UNIF DIST 31
Schools: 1026 Teachers: 32134 Students: 607615 Children: 043622
Grades: 00-00 State Code: Zip : 00000 County: 000
F1-Help
F7-Exit

### 2.1.1.2.2. Select a County

If option 3 is selected from Select Type of Geography menu, the Select a County menu appears as shown in the following display. Counties within the selected state are shown in alphabetical order.



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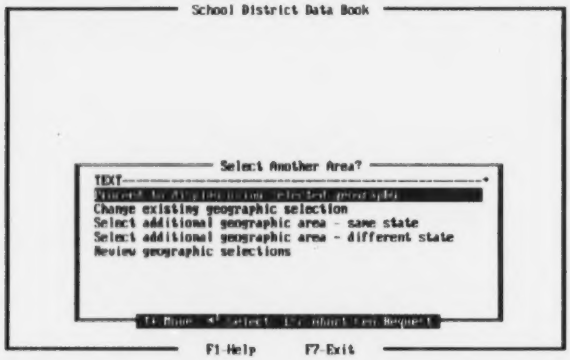
### 2.1.1.3. Select Another Area

After specifying the broader area (e.g., state), type of geography and then choosing that geography, the Select Another Area? menu appears as shown below.




This feature allows you to "stack" requests for multiple geographic areas. For example, if you just selected one school district, you may now return for a second school district. The output from this process will be the data selected for the first area displayed and then the data for the second area. This stacking may be repeated as desired.

Tell the system whether or not you want additional geographic areas by selecting one of the following options:

1 Proceed to display using selected geography
2 Change existing geographic selection
3 Select additional geographic area - same state
4 Select additional geographic area - different state
5 Review geographic selections

Option 1--Accepting the first option will result in control passing to the next step of display (no additional geography can be added to the request list).

Option 2--Using the second option results in the selection that was most recently made being replaced with a new selection.

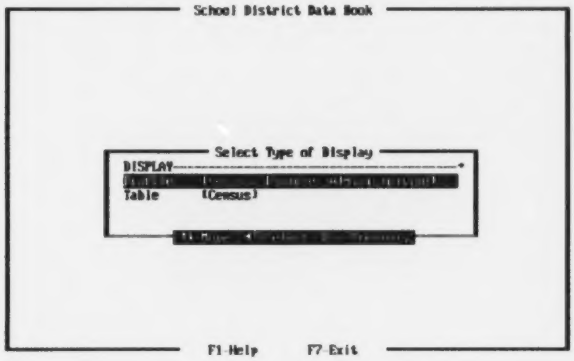
Option 3--Use this option to select another area from the same state.

Option 4--Use this option to select another area from a different state.

Option 5--Present a summary on the screen of the active requests to this point.

### 2.1.2. Select Type of Display

After completing the selection of geography, the system is now told how you want the data (subject matter) selected. The next screen appears automatically after geography selection.




**Rules for accessing profiles and tables.**

**Profiles**. Numbered profiles (see next subsection), 001-106, are available on each CD-ROM for each district, county, state and the U.S. "C" profiles (C01-C05) are available for only that geography contained in the *full detail* census database on the particular CD-ROM you are using.

If you are using, for example, the U.S. by State CD-ROM, the *full detail* census database contains summary data for the each state and the U.S. In this case the C profiles are only available if you have selected a state or the U.S. as the geographic area to be processed.

If you are using, for example, the Kansas by District CD-ROM, the *full detail* census database contains summary data for the state of Kansas and each county and district in Kansas. In this case the C profiles are available only for the state of Kansas, any Kansas district or any Kansas county.

**Tables**. Tables are available only for the geography conatined in the *full detail* census database on the particular CD-ROM you are using.

If you are using, for example, the U.S. by State CD-ROM, the *full detail* census database contains summary data for the each state and the U.S. In this case tables are only available if you have selected a state or the U.S. as the geographic area to be processed.



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If you are using, for example, the Kansas by District CD-ROM, the *full detail* census database contains summary data for the state of Kansas and each county and district in Kansas. In this case tables are available only for the state of Kansas, any Kansas district or any Kansas county.

As described earlier in this section, profiles offer the easiest way to access data, but may not provide the detail you are seeking.

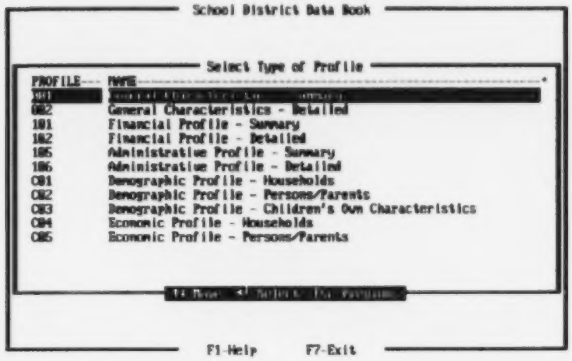
If you choose profile in the above menu, you will then be asked to specify which profile. If you choose tables, you will then be asked to specify which tables.

The Select Type of Profile and then table selection procedure are reviewed.

Tables provide access only the 1990 Census data. Profiles provide access to the financial data, administrative data and census data.

### 2.1.2.1. Select Type of Profile

If the Profiles option was selected from the Select Type of Display menu, the following menu then appears.


School District Data Book
Select Type of Profile
PROFILE
NAME
002 General Characteristics - Detailed
101 Financial Profile - Summary
102 Financial Profile - Detailed
105 Administrative Profile - Summary
106 Administrative Profile - Detailed
C01 Demographic Profile - Households
C02 Demographic Profile - Persons/Parents
C03 Demographic Profile - Children's Own Characteristics
C04 Economic Profile - Households
C05 Economic Profile - Persons/Parents
F1-Help
F7-Exit

The following profiles are available for all areas for each CD-ROM:

Integrated Census, Administrative and Financial Data:

001 General Characteristics - Summary
002 General Characteristics - Detailed

Financial Data Only (no county data):

101 Financial Profile - Summary
102 Financial Profile - Detailed

Administrative Data Only (no county data):

105 Administrative Profile - Summary
106 Administrative Profile - Detailed

The following Census profiles are available on each CD-ROM for the geography included on that CD for the special tabulation database:

C01 Demographic Profile - Households
C02 Demographic Profile - Persons/Parents
C03 Demographic Profile - Children's Own Characteristics
C04 Economic Profile - Households
C05 Economic Profile - Persons/Parents

If you choose any of the profiles 001-106, control immediately passes to the next step of choosing the comparison area(s) for the display. If you choose a profile C01-C05, you will be presented with menus to make further choices about the tabulation universes before proceeding to choose the comparison area(s). Tabulation universes available for the C profiles are reviewed on the next page. These options are presented in the standard menu form.



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Iteration possibilities differ for the "C" profiles are shown on this page.

C01 Demographic Profile - Households

Iterated for:
- All Households
- Households with Children
- Children's Households

(latter category available for:)

- Total Enrolled & Not Enrolled
- Total Enrolled (Public & Private)
- Enrolled in Public School
- Enrolled in Private School
- Not Enrolled

(crossed for each of:)

- Total Relevant
- Pre-Kindergarten
- Kindergarten
- Grade 1- 4
- Grade 5- 8
- Grade 9-12
- Age 0- 2 years
- Age 3- 4 years
- Age 5-13 years
- Age 14-17 years
- Age 18-19 years
- Age 3-19 years
- Age 5-17 years

C02 Demographic Profile - Persons/Parents

Iterated for:
- All Persons
- Parents with Children

(latter category available for:)

- Total Enrolled & Not Enrolled
- Total Enrolled (Public & Private)
- Enrolled in Public School
- Enrolled in Private School
- Not Enrolled

(crossed for each of:)

- Total Relevant
- Pre-Kindergarten
- Kindergarten
- Grade 1- 4
- Grade 5- 8
- Grade 9-12
- Age 0- 2 years
- Age 3- 4 years
- Age 5-13 years
- Age 14-17 years
- Age 18-19 years
- Age 3-19 years
- Age 5-17 years

C03 Demographic Profile - Children's Own Characteristics

Iterated for:
- Total Enrolled & Not Enrolled
- Total Enrolled (Public & Private)
- Enrolled in Public School
- Enrolled in Private School
- Not Enrolled

(crossed for each of:)

- Total Relevant
- Pre-Kindergarten
- Kindergarten
- Grade 1- 4
- Grade 5- 8
- Grade 9-12
- Age 0- 2 years
- Age 3- 4 years
- Age 5-13 years
- Age 14-17 years
- Age 18-19 years
- Age 3-19 years
- Age 5-17 years

C04 Economic Profile - Households

Iterated for:
- All Households
- Households with Children
- Children's Households

(latter category available for:)

- Total Enrolled & Not Enrolled
- Total Enrolled (Public & Private)
- Enrolled in Public School
- Enrolled in Private School
- Not Enrolled

(crossed for each of:)

- Total Relevant
- Pre-Kindergarten
- Kindergarten
- Grade 1- 4
- Grade 5- 8
- Grade 9-12
- Age 0- 2 years
- Age 3- 4 years
- Age 5-13 years
- Age 14-17 years
- Age 18-19 years
- Age 3-19 years
- Age 5-17 years

C05 Economic Profile - Persons/Parents

Iterated for:
- All Persons
- Parents with Children

(latter category available for:)

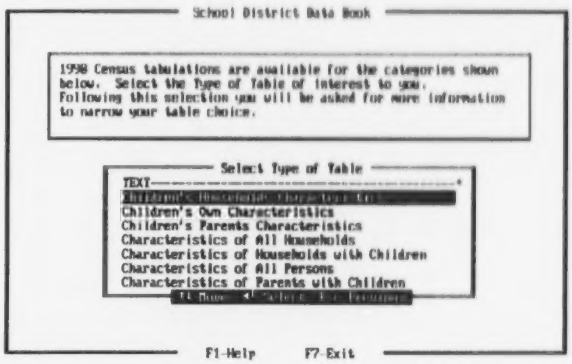
- Total Enrolled & Not Enrolled
- Total Enrolled (Public & Private)
- Enrolled in Public School
- Enrolled in Private School
- Not Enrolled

(crossed for each of:)

- Total Relevant
- Pre-Kindergarten
- Kindergarten
- Grade 1- 4
- Grade 5- 8
- Grade 9-12
- Age 0- 2 years
- Age 3- 4 years
- Age 5-13 years
- Age 14-17 years
- Age 18-19 years
- Age 3-19 years
- Age 5-17 years

### 2.1.2.2. Select Type of Table

If you select Tables from the Type of Display menu, you will be asked to make choices in several subsequent menus. The first Tables options menus to appear is shown in the following screen:


School District Data Book
1990 Census tabulations are available for the categories shown below. Select the Type of Table of interest to you. Following this selection you will be asked for more information to narrow your table choice.
Select Type of Table
TEXT
Children's Own Characteristics
Children's Parents Characteristics
Characteristics of All Households
Characteristics of Households with Children
Characteristics of All Persons
Characteristics of Parents with Children
F1-Help
F7-Exit

The selection made using this menu specifies the type of tabulation universe desired. The following tabulation universes are available:

| | |
|---|---|
| Children's Households Characteristics | CH |
| Children's Own Characteristics | CO |
| Children's Parents Characteristics | CP |
| Characteristics of All Households | HT |
| Characteristics of Households with Children | HC |
| Characteristics of All Persons | PS |
| Characteristics of Parents with Children | PR |

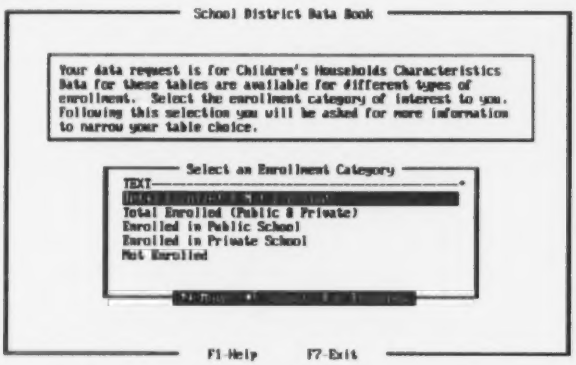
Which do you choose? The answer depends on which type of data you are seeking. If you want total population data, you would likely select Characteristics of All Persons. If you are looking for data about relevant children, such as number enrolled in public school, you would select Children's Own Characteristics.

Once you make a selection from the above menu, the system decides what further choices are possible for the specified tabulation universe. Not all categories have the same levels of detail available.

For each of the above districts with an asterisk to the right of the record type abbreviation, there is also potentially an iteration by enrollment and age/grade category. For districts with smaller enrollment sizes, there may have been insufficient observations upon which to base an estimate. In such cases, the data record is not contained within the database.

### 2.1.2.2.1. Select an Enrollment Category

If any of the table types were selected for other than All Households or All Persons, you will be asked to specify the type of enrollment category from the menu displayed in the following screen:


School District Data Book
Your data request is for Children's Households Characteristics Data for these tables are available for different types of enrollment. Select the enrollment category of interest to you. Following this selection you will be asked for more information to narrow your table choice.
Select an Enrollment Category
TEXT
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled
F1-Help
F7-Exit

If you selected All Households or All Persons, the next menu will ask you to select specific tables and you would not be selecting an enrollment category.

The following enrollment categories are available:

| | |
|---|---|
| Total Enrolled & Not Enrolled | 1 |
| Total Enrolled (Public & Private) | 2 |
| Enrolled in Public School | 3 |
| Enrolled in Private School | 4 |
| Not Enrolled | 5 |

The availability of this iteration means that all of the children's characteristics are equally available for those enrolled in public school as well as those enrolled in public school.



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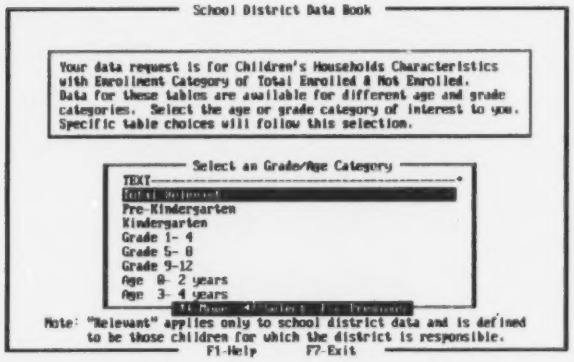
### 2.1.2.2.2. Select a Grade/Age Category

After making a selection from the Enrollment Category menu, you are asked to choose the grade/age category of interest as shown in the following screen:


School District Data Book
Your data request is for Children's Households Characteristics with Enrollment Category of Total Enrolled & Not Enrolled. Data for these tables are available for different age and grade categories. Select the age or grade category of interest to you. Specific table choices will follow this selection.
Select an Grade/Age Category
TEXT
Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Note: "Relevant" applies only to school district data and is defined to be those children for which the district is responsible.
F1-Help
F7-Exit

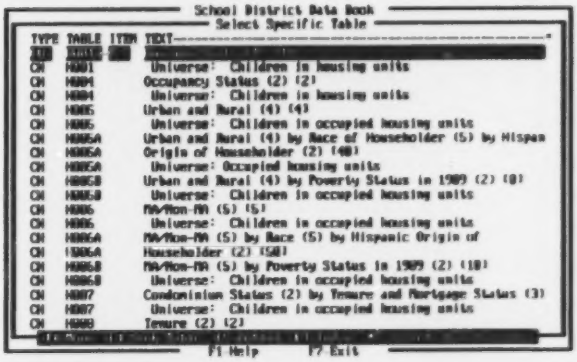
The following age/grade categories are potentially available (secondary districts, for example, would not offer data on grades 1-4):

| | |
|---|---|
| Total Relevant | F |
| Pre-Kindergarten | A |
| Kindergarten | B |
| Grade 1- 4 | C |
| Grade 5- 8 | D |
| Grade 9-12 | E |
| Age 0- 2 years | 1 |
| Age 3- 4 years | 2 |
| Age 5-13 years | 3 |
| Age 14-17 years | 4 |
| Age 18-19 years | 5 |
| Age 3-19 years | 6 |
| Age 5-17 years | 7 |

The age/grade iteration for a particular grade is subject to that age/grade being relevant to the particular school district. As an example, since secondary grades are 9-12, a secondary school district will not have an age/grade iteration for grades PK, K, 1-4 or 5-8.

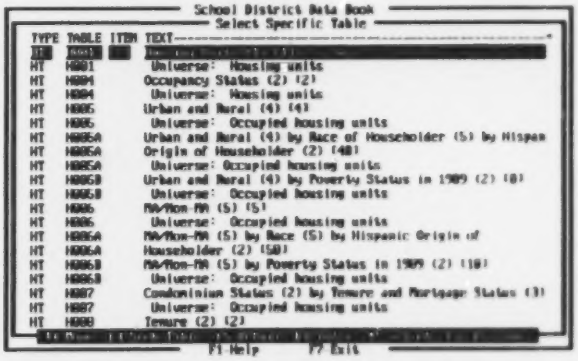
### 2.1.2.2.3. Select a Specific Table

After selecting the tabulation universe, you will now be asked to select specific tables as shown in the following screen.


School District Data Book
Select Specific Table
TYPE TABLE ITEM TEXT
CH H001 Universe: Children in housing units
CH H004 Occupancy Status (2) (2)
CH H004 Universe: Children in housing units
CH H005 Urban and Rural (4) (4)
CH H005 Universe: Children in occupied housing units
CH H005A Urban and Rural (4) by Race of Householder (5) by Hispan
CH H005A Origin of Householder (2) (48)
CH H005A Universe: Occupied housing units
CH H005B Urban and Rural (4) by Poverty Status in 1989 (2) (8)
CH H005B Universe: Children in occupied housing units
CH H006 MA/Non-MA (5) (5)
CH H006 Universe: Children in occupied housing units
CH H006A MA/Non-MA (5) by Race (5) by Hispanic Origin of
CH H006A Householder (2) (58)
CH H006B MA/Non-MA (5) by Poverty Status in 1989 (2) (10)
CH H006B Universe: Children in occupied housing units
CH H007 Condominium Status (2) by Tenure and Mortgage Status (3)
CH H007 Universe: Children in occupied housing units
CH H008 Tenure (2) (2)
F1 Help
F7 Exit

The choice as to which tables are available has been determined by options selected described the desired tabulation universe. As a result, the sample screen presented above will appear only if Children's Own Characteristics had been specified earlier.

If Characteristics of All Households had been selected as the type of tabulation universe, the following screen would appear instead of the one above.


School District Data Book
Select Specific Table
TYPE TABLE ITEM TEXT
HT H001 Universe: Housing units
HT H004 Occupancy Status (2) (2)
HT H004 Universe: Housing units
HT H005 Urban and Rural (4) (4)
HT H005 Universe: Occupied housing units
HT H005A Urban and Rural (4) by Race of Householder (5) by Hispan
HT H005A Origin of Householder (2) (48)
HT H005A Universe: Occupied housing units
HT H005B Urban and Rural (4) by Poverty Status in 1989 (2) (8)
HT H005B Universe: Occupied housing units
HT H006 MA/Non-MA (5) (5)
HT H006 Universe: Occupied housing units
HT H006A MA/Non-MA (5) by Race (5) by Hispanic Origin of
HT H006A Householder (2) (58)
HT H006B MA/Non-MA (5) by Poverty Status in 1989 (2) (10)
HT H006B Universe: Occupied housing units
HT H007 Condominium Status (2) by Tenure and Mortgage Status (3)
HT H007 Universe: Occupied housing units
HT H008 Tenure (2) (2)
F1 Help
F7 Exit

**Interpreting the Select Specific Table Menu**. Tables available shown in the above screen include HT-H001, HT-H004, HT-H005 and so on. Actually the table numbers, the short-hand that we apply to the longer description, are the 5-character codes exemplified by H001, H004, H005 and so on. The HT reference is for Households, Total (as differentiated, for example, with CH: Children's Households). HT-H005 is table H005 for Total Households. Tables available differ depending upon the tabulation universe selected.



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The first line in a table description is the table title. This will sometimes involve two or more lines. If you cannot see all of the table title, press the Tab key and the screen text will shift left. Press shift-Tab and the screen will move to the right.

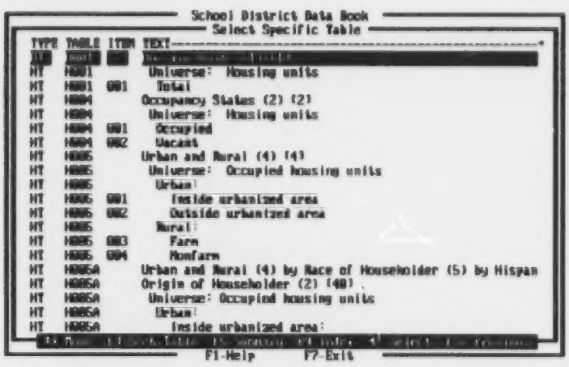
The brackets to the right of the first line for a table show the number of items in a table. For example, H005 has four items.

Following the title line(s) will be the universe description line(s). Like the table title line, the universe will be occupy one or more lines.

As shown in the brackets, Table P004 contains one item whereas Table P019B contains eight items. By looking at the references to P019B, it is seen that these data are tabulations of households ("Universe: Households"). The table contains the number of households by household type (4 categories) by poverty status of householder in 1989 (2 categories).

**Selecting a Table**. Suppose that you want to see the subject referred to as H005--Urban and Rural Occupied Housing Units. To select this table, move the highlight bar to the line with H005 and press Enter. The selection process will proceed with the next step (see next subsection).

Suppose that you do not know whether or not you want this table. For example, what the data items in this table? To view the more detailed description of the tables, press the function key F5. A screen will now appear with the following menu.


School District Data Book
Select Specific Table
TYPE TABLE ITEM TEXT
HT H005
Universe: Housing units
HT H005 001 Total
HT H004 Occupancy Status (2) [2]
HT H004 Universe: Housing units
HT H004 001 Occupied
HT H004 002 Vacant
HT H005 Urban and Rural (4) [4]
HT H005 Universe: Occupied housing units
HT H005 Urban:
HT H005 001 Inside urbanized area
HT H005 002 Outside urbanized area
HT H005 Rural:
HT H005 003 Farm
HT H005 004 Nonfarm
HT H005A Urban and Rural (4) by Race of Householder (5) by Hispan
HT H005A Origin of Householder (2) [40]
HT H005A Universe: Occupied housing units
HT H005A Urban:
HT H005A Inside urbanized area:
F1-Help F2-Exit

Note that the only difference in the previous display, versus the previous one, is that the item descriptions are now shown. It can be seen that the four data items available are:

Urban-Inside urbanized area
Urban-Outside urbanized area
Rural-Farm
Rural-Farm

If this data are the subject matter desired, move the highlight bar onto any "H005 line" and press Enter. The selection process will then proceed as described in the next section 2.1.2.3.

**Alternative Subject Matter**. If you are not satisfied with the detail provided in Table H005, you might want to examine alternative data choices available. To examine data alternatives, you cab browse through table choices using the PgUp and PgDn keys or you can use the F9-Index for assistance. Use of the index feature is reviewed in a later section.

If you are not certain that a term used in the description is what you want, you can use the Glossary which is accessed with the F8-Glossary function key. For example, what is "Farm" population and households? Use of the glossary feature is discussed in a later section.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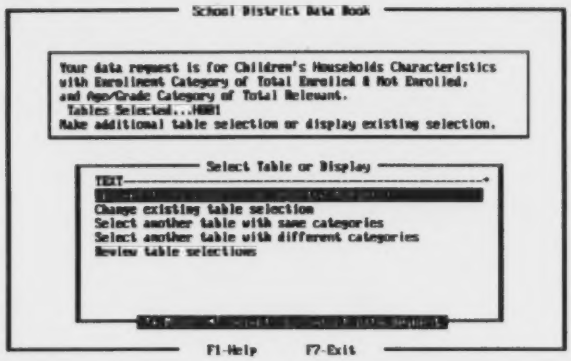
### 2.1.2.3. Select a Table or Display

Assuming that you selected one or more tables, the next menu that appears allows you to "stack" requests for multiple tables much like the process for stacking requests for multiple geographic areas. This menu is shown in the following screen.


School District Data Book
Your data request is for Children's Households Characteristics with Enrollment Category of Total Enrolled & Not Enrolled, and Age/Grade Category of Total Relevant.
Tables Selected...HHH1
Make additional table selection or display existing selection.
Select Table or Display
TEXT
Change existing table selection
Select another table with same categories
Select another table with different categories
Review table selections
F1-Help
F7-Exit

The options available arc:

1 Proceed to display using selected table(s)
2 Change existing table selection
3 Select another table with same categories
4 Select another table with different categories
5 Review table selections

Option 1--Accepting the first option will result in control passing to the next step of display (no additional tables could be added to the request list).

Option 2--Using the second option results in the selection that was most recently made being replaced with a new selection.

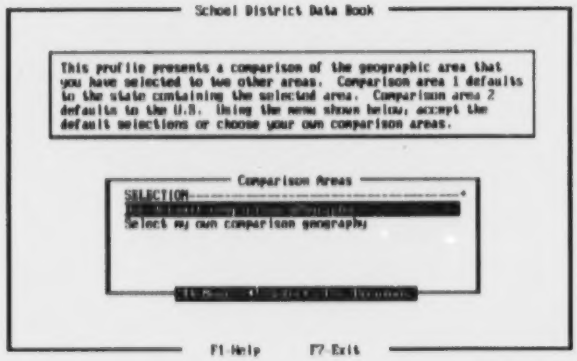
Option 3--If you are using the same type of tabulation (e.g., all households) and same iterations (e.g., total relevant and enrolled in public school, the third option will minimize the numbers of additional menu responses required to add more tables.

Option 4--Like option 3 except you will pass through the type of table and iteration menus so other table types and iterations may be selected.

Option 5--Present a summary on the screen of the active requests to this point.

### 2.1.3. Comparison Area

After completing specification of the geography and subject matter, the Select Comparison Area menu appear as shown below.


School District Data Book
This profile presents a comparison of the geographic area that you have selected to two other areas. Comparison area 1 defaults to the state containing the selected area. Comparison area 2 defaults to the U.S. Using the menu shown below, accept the default selections or choose your own comparison areas.
Comparison Areas
SELECTION
Select my own comparison geography
F1-Help
F7-Exit

All tables and profiles provide a comparison area display. This menu allows the user to accept the selection of "default" geography or to make your own selections.

### 2.1.3.1. Use Default Comparison Geography

For Tables, the default geography is the U.S. if the primary geographic area is a state or the U.S. If the primary geographic area is a district, the default comparison area is the corresponding state.

For profiles, two comparative geographic areas are presented. The default is for the first comparison area to be the state and the second comparison area to be the U.S. summary.



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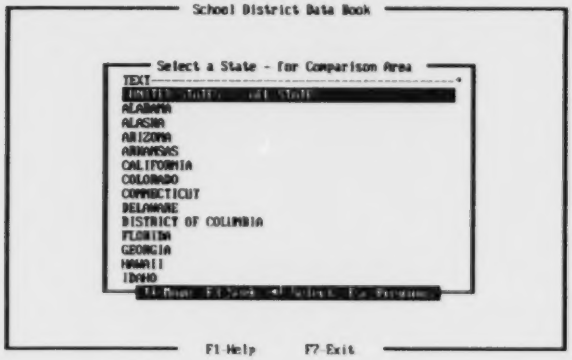
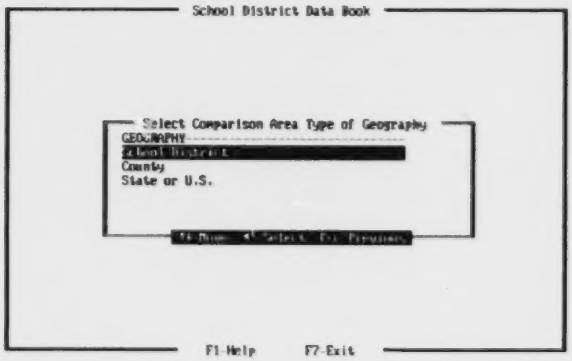
### 2.1.3.2. Select My Own Comparison Geography

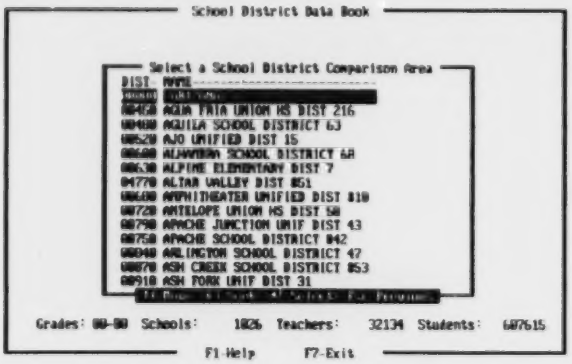
If you choose to select your own comparison geography, the next screen will appear as follows.




Assuming that you had selected a table for an Arizona district, select Arizona from the above menu and the next menu would appear as follows.




You might wish compare the "primary" district with another school district. If so, select School District from the above menu and the following menu appears.


School District Data Book
Select a School District Comparison Area
DIST NAME
AGUA FRIA UNION HS DIST 216
AGUILA SCHOOL DISTRICT 63
AJO UNIFIED DIST 15
ALHAMBRA SCHOOL DISTRICT 68
ALPINE ELEMENTARY DIST 7
ALTAR VALLEY DIST 051
AMPHITHEATER UNIFIED DIST 010
ANTELOPE UNION HS DIST 50
APACHE JUNCTION UNIF DIST 43
APACHE SCHOOL DISTRICT 042
ARLINGTON SCHOOL DISTRICT 47
ASH CREEK SCHOOL DISTRICT 053
ASH FORK UNIF DIST 31
Grades: 00-00 Schools: 1826 Teachers: 32134 Students: 607615
F1-Help
F7-Exit

Select the desired comparison area and processing continues to the display of the data.

Table displays present data for two comparison areas whereas profiles present data for three comparison areas. The reason for two areas using the tables is due to the complexity of titling associated with many tables and possible difficulties in viewing the data and the text on the same screen.

**Tables**. If you chose to select your own geography and you are retrieving data as tables, the following succession of menus will occur:

Select a State for Comparison Area
Select Comparison Area Type of Geography
Select an Area

**Profiles**. If you chose to select your own geography and you are retrieving data as profiles, the following succession of menus will occur:

Select a State (for Comparison Area 1)
Select Comparison Area
Select a State (for Comparison Area 2)
Select Comparison Area

Note that for profiles other than those beginning with "C" (Census CD-ROM database), the comparison area may be in any state or the U.S.

**Example**. Suppose that you want a table showing the number of children enrolled in public school by poverty status for state of Kansas compared to the same data for the state of Oklahoma.

Using the U.S. by State CD-ROM, follow these steps:

The U.S. by State CD-ROM is loaded.

The primary area selected is the State of Kansas.

Table display is selected with the following options:

- Children's Own Characteristics
- Enrolled in Public School
- Total Relevant Children

Table 118 is selected from the Table menu.

The comparison area selected is Oklahoma.

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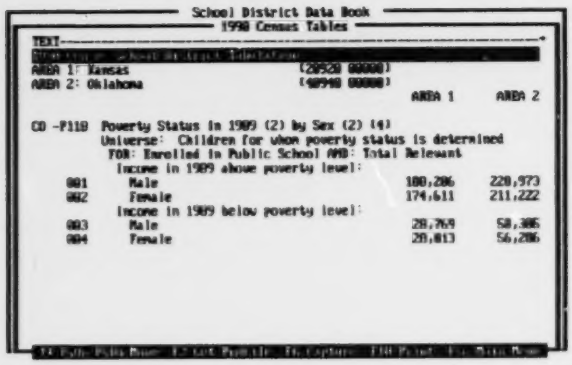
The screen showing the table should appear as follows:


School District Data Book
1990 Census Tables
TEXT
AREA 1: Kansas
AREA 2: Oklahoma
AREA 1
AREA 2
CD -P118 Poverty Status in 1989 (2) by Sex (2) (4)
Universe: Children for whom poverty status is determined
FOR: Enrolled in Public School AND: Total Relevant
Income in 1989 above poverty level:
001 Male 180,286 229,973
002 Female 174,611 211,222
Income in 1989 below poverty level:
003 Male 28,769 58,386
004 Female 29,813 56,286

### 2.1.4. Display and Automatic Data Extraction

Data may be extracted from the SDDB databases in two ways. The less technical method, also having less capability, is reviewed in this section. The other method is to use the Database Operations accessible through the main menu.

The method discussed here limits data extractions to the data contained in the primary Census CD-ROM database. Also, the data may be extracted only in an ASCII fixed-length field and record or comma-delimited format.

The primary advantage of this method is simplicity of setup and use. Using these operations, you can extract data from the SDDB database that can be directly loaded into a spreadsheet.

#### 2.1.4.1. Display Structure and Associated ASCII File

**Example**. This example demonstrates the steps involved to use the automatic data extraction feature of the Profiles and Tables Operations. Using the U.S. by State CD-ROM, follow these steps

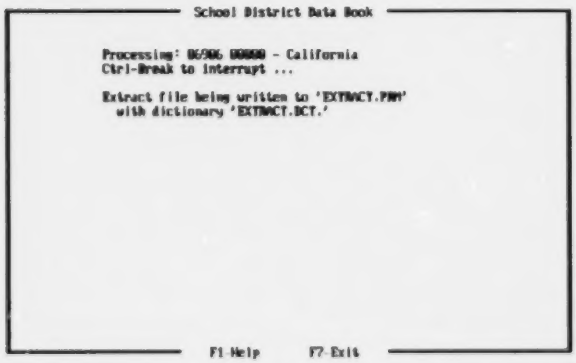
- The U.S. by State CD-ROM is loaded and all states are selected.

- Table display is selected with the following options:

  - Children's Own Characteristics
  - Enrolled in Public School
  - Total Relevant Children

- Table 118 is selected

As the processing proceeds a message is displayed on the screen which appears as follows:



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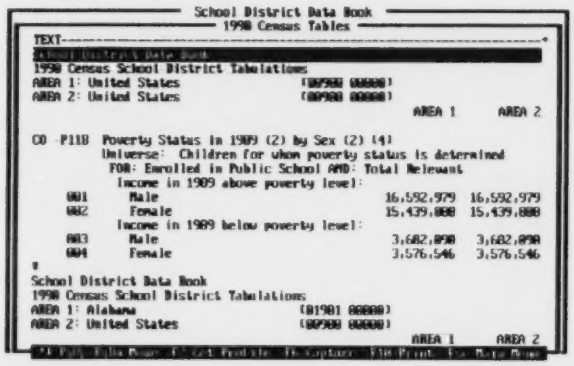
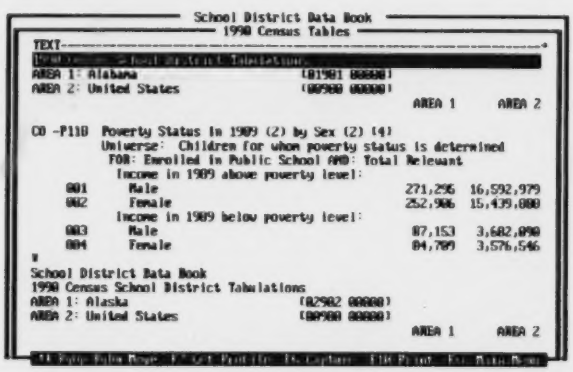
This screen charts the progress of the processing. Note that for this request, the states are displayed as they are processed. The message noting that an extract file is being written is placed on the screen as a reminder that these data will be available in a file that may be manipulated with other software following the display of the data.

As processing completes, the table is displayed as follows (the U.S. and all states are displayed; this example shows only the first two areas):


School District Data Book
1990 Census Tables
TEXT
1990 Census School District Tabulations
AREA 1: United States
AREA 2: United States
AREA 1
AREA 2
CO -P118 Poverty Status in 1989 (2) by Sex (2) (4)
Universe: Children for whom poverty status is determined
FOR: Enrolled in Public School AND: Total Relevant
Income in 1989 above poverty level:
001 Male 16,592,979 16,592,979
002 Female 15,439,888 15,439,888
Income in 1989 below poverty level:
003 Male 3,682,090 3,682,090
004 Female 3,576,546 3,576,546
School District Data Book
1990 Census School District Tabulations
AREA 1: Alabama
AREA 2: United States
AREA 1
AREA 2

Experiment by pressing the PgDn/PgUp key and you will see the states in succession. The lines may be adjusted on the screen to view any state, such as the shown in the following example.


School District Data Book
1990 Census Tables
TEXT
AREA 1: Alabama
AREA 2: United States
AREA 1
AREA 2
CO -P118 Poverty Status in 1989 (2) by Sex (2) (4)
Universe: Children for whom poverty status is determined
FOR: Enrolled in Public School AND: Total Relevant
Income in 1989 above poverty level:
001 Male 271,256 16,592,979
002 Female 252,986 15,439,888
Income in 1989 below poverty level:
003 Male 87,153 3,682,090
004 Female 84,709 3,576,546
School District Data Book
1990 Census School District Tabulations
AREA 1: Alaska
AREA 2: United States
AREA 1
AREA 2

The entirety of this file is also written into the file named newfile.dat which may be further manipulated with word processing or text editor software. This enables you to tie in other data, add commentary and/or headers and stubs.

The default name for this ASCII file is newfile.dat. This file is overwritten each time a data display occurs.

### 2.1.4.2. Automatic Spreadsheet File Extraction

Note that there are two ways to extract data from the Census CD-ROM files. Use of the "automatic" mode, described in this section, requires no knowledge of file specifications which are used in the "database" mode. The advantage of the "automatic" mode is that less technical knowledge, and your time, is required to perform an extraction. The advantage of the "database" mode (discussed further in section 5.4.) is that you may specify your subject matter and geographic specifications in a DOS file which can be reused at other times without having to re-enter the specifications each time through a menu. Again, this discussion is relevant only to the Census CD-ROM files and not the other databases.

The extracted data output files from either method are similar. In both cases the files named "extract.dat" and "extract.dct" are created in the same format/file structure. These files are used for the automatic interface to the mapping operation (see section 4.3.2.) when you specify the source of data is from "pregenerated" files.

While more elaborate data extraction processing is provided under database operations, the automatic spreadsheet file extraction occurs as the table display (above) is being generated. This feature enables users an ability to load data directly into a spreadsheet program of choice with minimal technical knowledge and learning time.

**An Example**. Note that this example makes use of the U.S. by State CD-ROM. The hypothetical objective would be to obtain a file, via the "automatic spreadsheet extraction," which includes a data record for each state. Because of this, it is important to select "U.S. by State" from the type of geography menu. Follow these steps:

```
Profiles and Tables
 <enter>
Select Geography and Subject Matter
 <enter>
Select a State
 <enter>  ... while on United States -- All States
Select Type of Geography
 arrow-down to All States [U.S. and State Summaries]
 <enter>
Select Another Areas?
 <enter>
Select Type of Display
 arrow-down to Table
 <enter>
Select Type of Table
 arrow to Children's Own Characteristics
 <enter>
Select an Enrollment Category
 arrow to Total Enrolled (Public and Private)
 <enter>
Select Grade/Age Category
 <enter> ... while on Total Relevant
Select a Specific Table
 F3
 P118<enter>
 <enter> ... with CO P118 highlighted
```

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Processing now proceeds. As the processing takes place, the screen summarizes which geography is being processed and that two files, extract.prn and extract.dct, are being created. A third file, extract.dat, is also generated. Portions of these files are shown below. The rightmost portions of the data records are truncated for purposes of depicting the data here.

extract.dct

```
GEOCODE (SSCCCDDDDD)
AREA NAME (A30)
P118     70 2F001    9    <-- male above poverty level
P118     70 2F002    9    <-- female above poverty level
P118     70 2F003    9    <-- male below poverty level
P118     70 2F004    9    <-- female below poverty level
```

extract.prn

```
"00","900","00000","United States                    ",19341333,18102535,
"01","901","00000","Alabama                          ",309322,289201,8974
"02","902","00000","Alaska                           ",53454,49130,6158,5
"04","904","00000","Arizona                          ",274593,255890,6895
...

"54","954","00000","West Virginia                    ",130635,120521,4034
"55","955","00000","Wisconsin                        ",413094,386441,6352
"56","956","00000","Wyoming                          ",44554,41466,6444,6
```

extract.dat

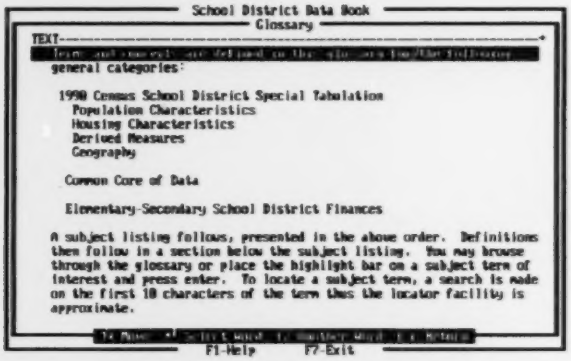
```
00 900 00000 United States                    19341333 18102535  3871923
01 901 00000 Alabama                            309322   289201    89748
02 902 00000 Alaska                              53454    49130     6158
04 904 00000 Arizona                            274593   255890    68954
...

54 954 00000 West Virginia                      130635   120521    40348
55 955 00000 Wisconsin                          413094   386441    63526
56 956 00000 Wyoming                             44554    41466     6444
```

These files are now permanent, until overwritten, and control is returned to the main menu.

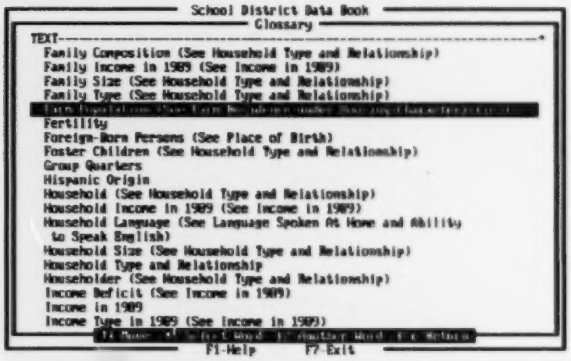
## 2.2. Glossary

The Glossary is activated by pressing the F8 function key. The glossary is accessible from the Main Menu and the tables menu when selecting data.

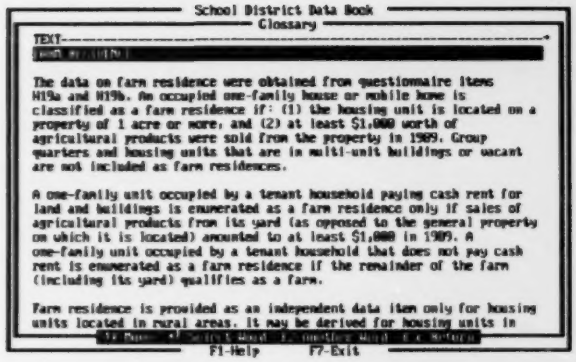
When the glossary is invoked, the screen will immediately appear as shown below.


School District Data Book
Glossary
TEXT
general categories:
1990 Census School District Special Tabulation
Population Characteristics
Housing Characteristics
Derived Measures
Geography
Census Core of Data
Elementary-Secondary School District Finances
A subject listing follows, presented in the above order. Definitions then follow in a section below the subject listing. You may browse through the glossary or place the highlight bar on a subject term of interest and press enter. To locate a subject term, a search is made on the first 10 characters of the term thus the locator facility is approximate.
F1-Help
F7-Exit

You may use the glossary generally by using the PgUp/PgDn keys or keyword search. Consider the following example to demonstrate use of the keyword search feature. Say a application involves use of the table HT-H005 and there is a possible interest in the occupied housing units categorized as "farm." How is "farm" defined in the Census data. To learn more about the definition, after invoking the glossary, press the down arrow key until you arrive at the line "Farm Population" as shown in the following screen.


School District Data Book
Glossary
TEXT
Family Composition (See Household Type and Relationship)
Family Income in 1989 (See Income in 1989)
Family Size (See Household Type and Relationship)
Family Type (See Household Type and Relationship)
Farm Population (See Farm Residence under Housing Characteristics)
Fertility
Foreign-Born Persons (See Place of Birth)
Foster Children (See Household Type and Relationship)
Group Quarters
Hispanic Origin
Household (See Household Type and Relationship)
Household Income in 1989 (See Income in 1989)
Household Language (See Language Spoken At Home and Ability to Speak English)
Household Size (See Household Type and Relationship)
Household Type and Relationship
Householder (See Household Type and Relationship)
Income Deficit (See Income in 1989)
Income in 1989
Income Type in 1989 (See Income in 1989)
F1-Help
F7-Exit

Now press the Enter key and the following screen appears.


School District Data Book
Glossary
TEXT
The data on farm residence were obtained from questionnaire items H19a and H19b. An occupied one-family house or mobile home is classified as a farm residence if: (1) the housing unit is located on a property of 1 acre or more; and (2) at least $1,000 worth of agricultural products were sold from the property in 1989. Group quarters and housing units that are in multi-unit buildings or vacant are not included as farm residences.
A one-family unit occupied by a tenant household paying cash rent for land and buildings is enumerated as a farm residence only if sales of agricultural products from its yard (as opposed to the general property on which it is located) amounted to at least $1,000 in 1989. A one-family unit occupied by a tenant household that does not pay cash rent is enumerated as a farm residence if the remainder of the farm (including its yard) qualifies as a farm.
Farm residence is provided as an independent data item only for housing units located in rural areas. It may be derived for housing units in
F1-Help
F7-Exit

You may go to get another keyword or press the Esc key to exit.

In review, at the top of the glossary is a list of terms described/defined within the glossary. To view the text associated with any glossary term, position the highlight bar on that term and press Enter. To view another term, press the F2 function key.

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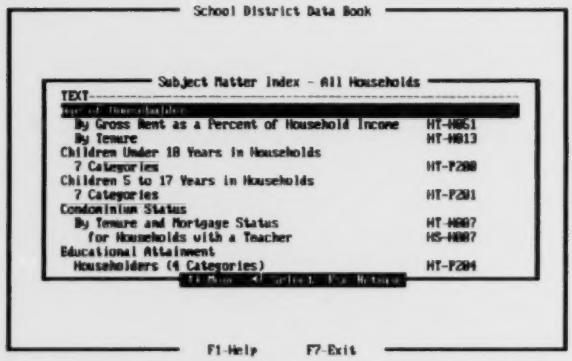
## 2.3. Index

The Index is activated by pressing the F9 function key. This index is not an index to the operation of the system, but rather an index to the subject matter available in the Census data. The index is accessible from the Main Menu and the tables menu when selecting data.

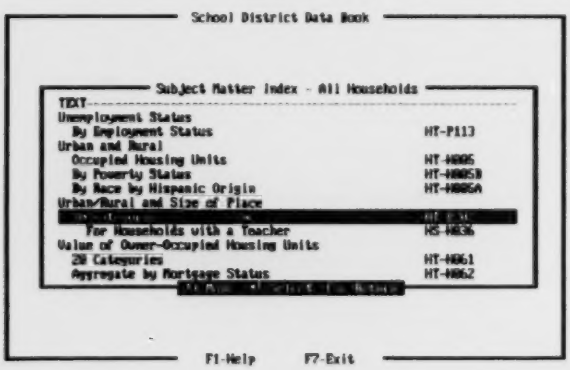
When the index is invoked, the screen will immediately appear as shown below.


School District Data Book
Subject Matter Index - All Households
TEXT
By Gross Rent as a Percent of Household Income HT-H0051
By Tenure HT-H0013
Children Under 18 Years in Households
7 Categories HT-P200
Children 5 to 17 Years in Households
7 Categories HT-P201
Condominium Status
By Tenure and Mortgage Status HT-H0007
for Households with a Teacher HS-H0007
Educational Attainment
Householders (4 Categories) HT-P204
F1-Help F7-Exit

Note on that the screen shown in this example shows the index for All Households. The system selects that part of the index appropriate for the tabulation record that is being examined. To emulate the example discussed here, you must have selected (1) display tables and (2) all households as the table type.

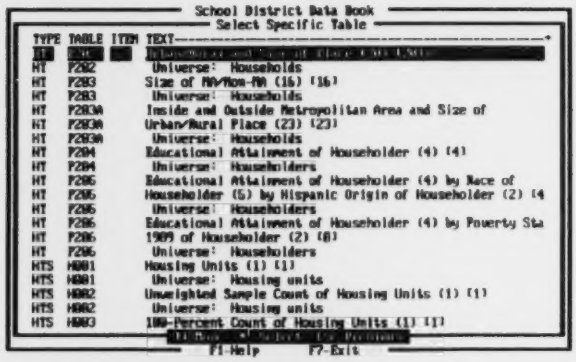
Again, the index is an index of data available in the Census tables. The index is useful for locating specific subject matter. The index is organized alphabetically by major subject matter groupings.

Suppose that you are interested in examining what data in the All Households record are available for urban/rural classifications. To explore this question, press the PgDn key until you come to the screen with Urban and Rural shown as a subject matter listing.

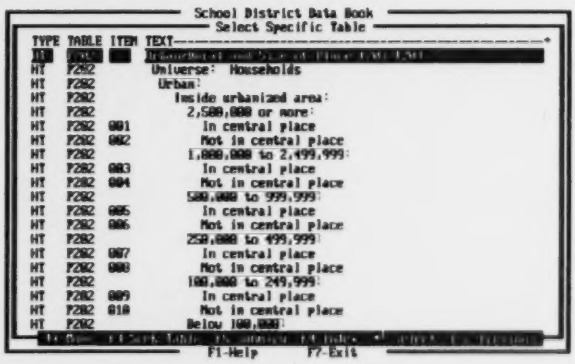

School District Data Book
Subject Matter Index - All Households
TEXT
Unemployment Status
By Employment Status HT-P113
Urban and Rural
Occupied Housing Units HT-H005
By Poverty Status HT-H005B
By Race by Hispanic Origin HT-H005A
Urban/Rural and Size of Place
For Households with a Teacher HS-H036
Value of Owner-Occupied Housing Units
20 Categories HT-H061
Aggregate by Mortgage Status HT-H062
F1-Help F7-Exit

Upon viewing this list, the conclusion is drawn that the "20 Categories" reference (see above screen) may be the desired data. All that is known from this screen is that 20 categories of data (20 data items) are available in the table HT-P202. The table referenced in All Households, Persons table number 202.

The index will now direct the inquiry to the table of interest. With the highlight bar on the "20 Categories" press the Enter key. The screen will now appear as follows.


School District Data Book
Select Specific Table
TYPE TABLE ITEM TEXT
HT P202 Universe: Households
HT P203 Size of HH/Non-HH (16) (16)
HT P203 Universe: Households
HT P203A Inside and Outside Metropolitan Area and Size of
HT P203A Urban/Rural Place (23) (23)
HT P203A Universe: Households
HT P204 Educational Attainment of Householder (4) (4)
HT P204 Universe: Householders
HT P205 Educational Attainment of Householder (4) by Race of
HT P205 Householder (5) by Hispanic Origin of Householder (2) (4
HT P205 Universe: Householders
HT P206 Educational Attainment of Householder (4) by Poverty Sta
HT P206 1989 of Householder (2) (8)
HT P206 Universe: Householders
HTS H001 Housing Units (1) (1)
HTS H001 Universe: Housing units
HTS H002 Unweighted Sample Count of Housing Units (1) (1)
HTS H002 Universe: Housing units
HTS H003 100-Percent Count of Housing Units (1) (1)
F1-Help F7-Exit

If the is the desired data, during the process of a table specification, all that is required to choose this table is to press Enter. If you want to examine what the 20 categories of data include, press the F5 function now.


School District Data Book
Select Specific Table
TYPE TABLE ITEM TEXT
HT P202 Universe: Households
HT P202 Urban:
HT P202 Inside urbanized area:
HT P202 2,500,000 or more:
HT P202 001 In central place
HT P202 002 Not in central place
HT P202 1,000,000 to 2,499,999:
HT P202 003 In central place
HT P202 004 Not in central place
HT P202 500,000 to 999,999:
HT P202 005 In central place
HT P202 006 Not in central place
HT P202 250,000 to 499,999:
HT P202 007 In central place
HT P202 008 Not in central place
HT P202 100,000 to 249,999:
HT P202 009 In central place
HT P202 010 Not in central place
HT P202 Below 100,000:
F1-Help F7-Exit



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## 3. Database Operations

Database operations are invoked from the Main Menu.

### 3.1. Using Database Operations

Database operations enable you to extract data, prepare a report or obtain basic statistics. Each of these operations are described below. Upon selecting Database Operations as shown in the above menu, the Database Operations menu appears.

### 3.2. Extract Data

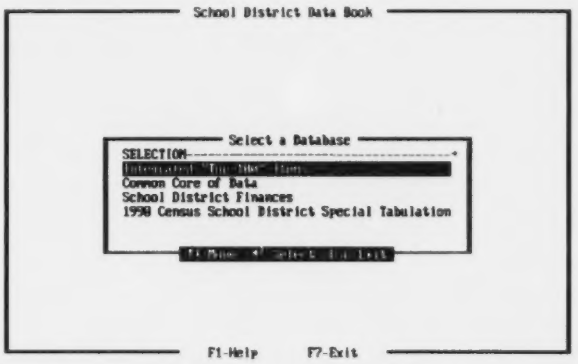
The Extract Data feature enables you to pull-out selected data from the master database files. The purpose of this feature is to enable you to (1) take data out of the SDDB for use with other application software or (2) create a sub-file for use within SDDB Database Operations.

The reason that you might want to extract data for further use within SDDB Database Operations is that processing time can often be minimized.

As an example, if your applications involve certain data items in the Top 100 Items database, but only for the state of Arizona, you may find it easier to first create an extract file for Arizona before proceeding with other applications. Within SDDB, extract files may only be used with other database operations and mapping operations. If you create an extract once for Arizona, your subsequent processing involves only 244 records as opposed to processing the master database of more than 18,000 records.

#### 3.2.1. Select a Database

Selecting Extract Data from the Database Operations menu displays the following screen.




Select a database to instruct the system from which file you wish to extract data.

Available databases include:

Top 100 Items
Common Core of Data
School District Finances
1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

To reach Section 5, press F2 now to go to the Table of Contents. Then PgDn or Arrow-Down to Section 5.0 and press Enter,

Alternatively, you may press PgDn repeatedly until you reach that section.

Sections 3.2.2 through 3.2.8. apply to extracting data from all databases other than the Census CD-ROM database. For information on this feature, see section 3.2.9.



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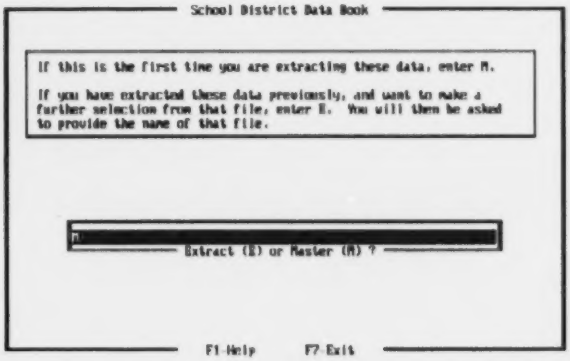
### 3.2.2. Extract (E) or Master (M)

After you select a database the screen will appear as follows.


School District Data Book
If this is the first time you are extracting these data, enter M.
If you have extracted these data previously, and want to make a further selection from that file, enter E. You will then be asked to provide the name of that file.
Extract (E) or Master (M) ?
F1-Help F7-Exit

The first time you work with Database Operations-Extract, enter M to select Master file. This will enable you to select a portion of the Master file for further processing.

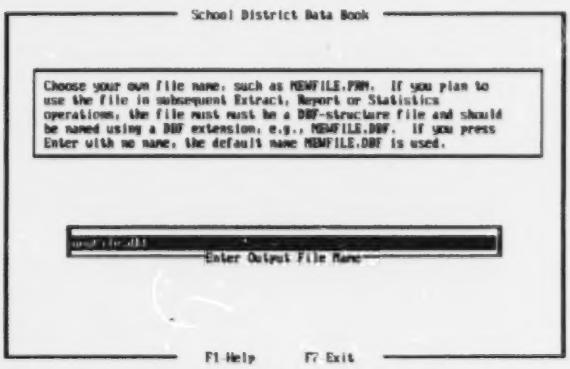
If you have already selected a portion of the Master file, enter E to make further selections of data from that file.

### 3.2.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

### 3.2.4. Enter Output File Name

After specifying the source database, the following screen appears asking for the name of the output file.


School District Data Book
Choose your own file name, such as MEMFILE.PRN. If you plan to use the file in subsequent Extract, Report or Statistics operations, the file must must be a DBF-structure file and should be named using a DBF extension, e.g., MEMFILE.DBF. If you press Enter with no name, the default name MEMFILE.DBF is used.
Enter Output File Name
F1-Help F7-Exit

Enter the DOS file name for the new file to be created. This name must be a valid DOS file name.

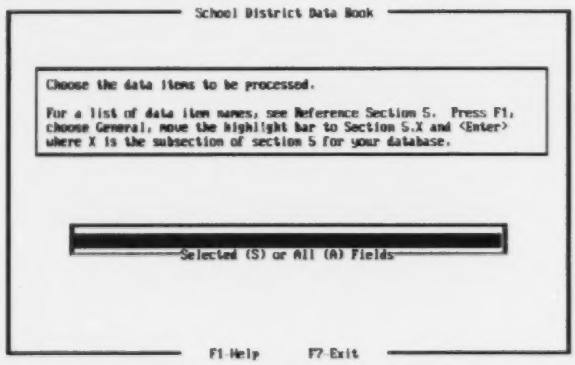
### 3.2.5. Selected (S) or All (A) Fields

This operation allows you to select one, several or all fields from the file from which data are being extracted. By selecting only the fields that will be used, the extraction processing time will be minimized and the extracted file will process faster in subsequent applications.

### 3.2.6. Enter Output Field Names

If the Selected Fields option was selected in the previous step, you will be prompted for the fields to be selected. Field names for the Top 100, CCD and F33 file are listed in an earlier section. Use PgUp to view the listings of the names and descriptions.

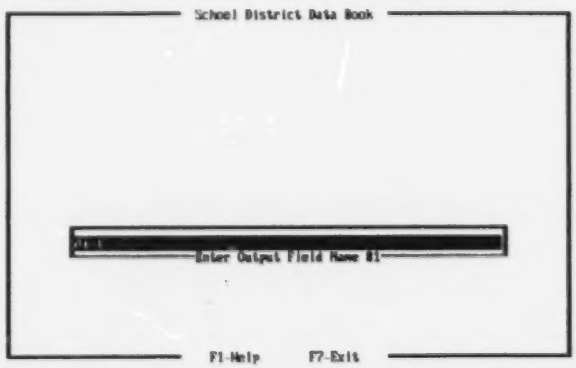
The screen appears as follows.


School District Data Book
Choose the data items to be processed.
For a list of data item names, see Reference Section 5. Press F1, choose General, move the highlight bar to Section 5.X and <Enter> where X is the subsection of section 5 for your database.
Selected (S) or All (A) Fields
F1-Help F7-Exit

You are prompted for one field at a time. The field must be spelled exactly as specified in the database or the prompt will appear again.

Caution: if you press enter with no value specified, the field selection will terminate and the output will be produced as you have specified to that point.

The following example shows that the field named "dist," shorthand for district is one of the fields being selected.





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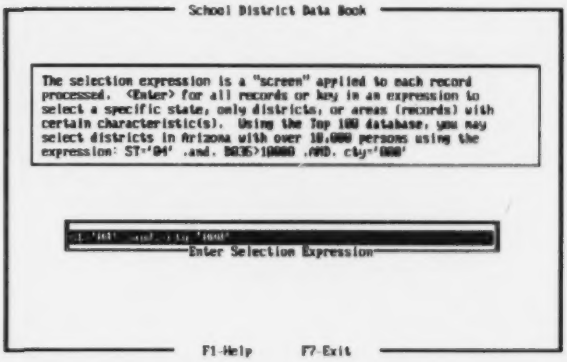
### 3.2.7. Enter Selection Expression

After specifying the items to be extracted, a screen will now appear requesting a "selection expression."

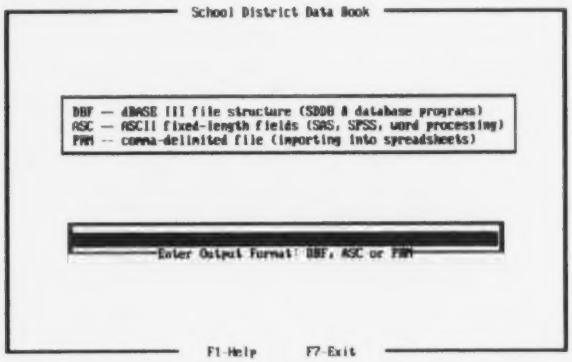

School District Data Book
The selection expression is a "screen" applied to each record processed. <Enter> for all records or key in an expression to select a specific state, only districts, or areas (records) with certain characteristic(s). Using the Top 100 database, you may select districts in Arizona with over 10,000 persons using the expression: ST='04' .and. D035>10000 .AND. cty='000'
Enter Selection Expression
F1-Help F7-Exit

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

| Specification | Result |
|---|---|
| ST='04' | Only records for the state of Arizona will be selected. |
| ST='04' .and. CTY='000' | Only records for the state of Arizona will be selected and also only if the county FIPS code (CTY) is 000 which means that only district records are extracted. |
| D058>1000 | Only those records with D058 (total relevant children) greater than 1,000 will be selected. |
| D018>25000 | Only those records with D018 (median household income) greater than $25,000 will be selected. |
| CTY='000' .and. DIST='00000' | Only state records will be selected. |
| ST='36' .and. DIST='20850' | Only the New York City PSD will be selected. |

### 3.2.8. Enter Output Format: DBF, ASC or PRN

After the selection expression, you are asked to specify the type of output format.


School District Data Book
DBF — dBASE III file structure (SDDB & database programs)
ASC — ASCII fixed-length fields (SAS, SPSS, word processing)
PRN — comma-delimited file (importing into spreadsheets)
Enter Output Format: DBF, ASC or PRN
F1-Help
F7-Exit

There are three output file structure choices that may be selected.

DBF results in an output file with dBASE III structure.

ASC results in an output file with fixed length field ASCII structure.

PRN results in an output file with comma-delimited structure

To use the output file as the SOURCE file in future other database operations, the output file must be a DBF file.

**Examples**. If an extraction is performed using:

o the Top 100 items database

o a selection expression of:

ST='04' .and. DIST='00000'

(this says select Arizona (state FIPS 04) and records where the district code is all zero (county records))

o the selected items are:

st, cty, dist, name, d001

The ASC version of the resulting extracted file appears as:

```
0400000000ARIZONA                    1368843
0400100000APACHE, AZ                   15981
0400300000COCHISE, AZ                  34546
0400500000COCONINO, AZ                 29918
0400700000GILA, AZ                     15438
0400900000GRAHAM, AZ                    7930
0401100000GREENLEE, AZ                  2809
0401200000LA PAZ, AZ                    5348
0401300000MARICOPA, AZ                807560
0401500000MOHAVE, AZ                   36801
0401700000NAVAJO, AZ                   22189
0401900000PIMA, AZ                    261792
0402100000PINAL, AZ                    39154
0402300000SANTA CRUZ, AZ                8808
0402500000YAVAPAI, AZ                  44778
0402700000YUMA, AZ                     35791
```

The PRN version of the resulting extracted file appears as:

```
"04","000","00000","ARIZONA                    ",1368843
"04","001","00000","APACHE, AZ                 ",15981
"04","003","00000","COCHISE, AZ                ",34546
"04","005","00000","COCONINO, AZ               ",29918
"04","007","00000","GILA, AZ                   ",15438
"04","009","00000","GRAHAM, AZ                 ",7930
"04","011","00000","GREENLEE, AZ               ",2809
"04","012","00000","LA PAZ, AZ                 ",5348
"04","013","00000","MARICOPA, AZ               ",807560
"04","015","00000","MOHAVE, AZ                 ",36801
"04","017","00000","NAVAJO, AZ                 ",22189
"04","019","00000","PIMA, AZ                   ",261792
"04","021","00000","PINAL, AZ                  ",39154
"04","023","00000","SANTA CRUZ, AZ             ",8808
"04","025","00000","YAVAPAI, AZ                ",44778
"04","027","00000","YUMA, AZ                   ",35791
```

### 3.2.9. Extracting Data from Census CD-ROM Database

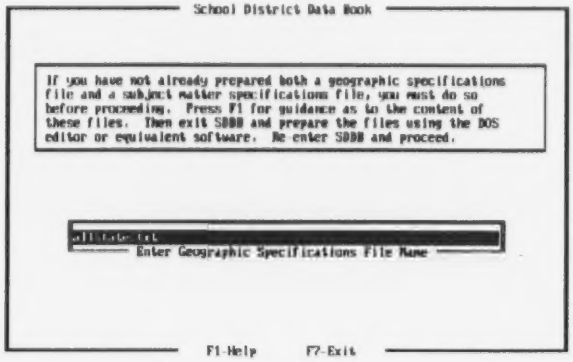
There are two ways to extract data from the Census CD-ROM files. Use of the "database" mode, described in this section. The "automatic" mode is described in section 2.1.4.2. If in doubt as to your requirements, consider the automatic mode first.

The database mode provides more flexibility but is more technical. It requires you to prepare DOS files to control which subject matter and geography are selected. Using these files, you may extract the same types of data for a number of states, districts, etc. in a single operation. Once extracted, they can be imported into spreadsheets for analysis and manipulation.

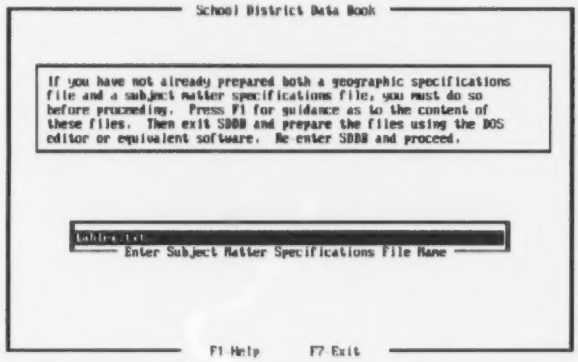
The extracted data output files from either method are similar. In both cases the files named "extract.dat" and "extract.dct" are created in the same format/file structure. These files are used for the automatic interface to the mapping operation (see section 4.3.2.) when you specify the source of data is from "pregenerated" files.

You are prompted for the names of two control files which are described in detail below. For use with the U.S. by State CD-ROM, a sample geographic specifications file named ALLSTATE.TXT (listing all states) may be used with corresponding sample subject matter specifications file named TABLEX.TXT. These are both ASCII files corresponding to the rules listed below.

The screen requesting the name of the geographic specifications file appears as follows.


School District Data Book
If you have not already prepared both a geographic specifications file and a subject matter specifications file, you must do so before proceeding. Press F1 for guidance as to the content of these files. Then exit SDDB and prepare the files using the DOS editor or equivalent software. Re-enter SDDB and proceed.
Enter Geographic Specifications File Name
F1-Help
F7-Exit

The next screen requests the name of the subject matter specifications file is shown below.


School District Data Book
If you have not already prepared both a geographic specifications file and a subject matter specifications file, you must do so before proceeding. Press F1 for guidance as to the content of these files. Then exit SDDB and prepare the files using the DOS editor or equivalent software. Re-enter SDDB and proceed.
Enter Subject Matter Specifications File Name
F1-Help
F7-Exit



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### 3.2.9.1. Geographic Specifications File

You must first prepare a geographic specifications file to tell the system for which geography the extractions are to be made. This must be done outside SDDB using the DOS text editor or equivalent software. You can choose any name for the file, but it is suggested that you use the name GEO so it can be easily remembered. Each line (record) in the geographic specifications file corresponds to one geographic area. The content of the record is:

```
Character     Content
  1- 2        State FIPS code (see Appendix A.2.)
  3- 5        County FIPS code
               (for U.S. by State CD-ROM, the county
                code is "9" followed by the state FIPS
                code)
  7-11        District Code
               (all zero, not blank, for state or county
                retrievals)
```

Sample Geographic Specifications File

```
00900 00000
01901 00000
02902 00000
04904 00000
...

54954 00000
55955 00000
56956 00000
```

### 3.2.9.2. Subject Matter Specifications File

The subject matter specifications allow you to select whole tables as opposed to individual items. The subject matter specifications file has one line in it for each table to be selected. You can choose any name for the file, but it is suggested that you use the name SUB so it can be easily remembered. The record content is as follows.

```
Character     Content
  1- 5        Table number
 10-11        Record number
    13        Enrollment category
    14        Age/Grade Category
```

A more detailed description follows.

o table number (characters 1-5 left-justified)
o record number (characters 10-11)

```
  10  Characteristics of All Households             HT
  2A  Characteristics of All Persons                PS
  2B  Characteristics of All Persons                PT
  30  Characteristics of Households with Children  HC
  40  Characteristics of Parents with Children     PR
  50  Children's Households Characteristics        CH
  60  Children's Parents Characteristics           CP
  70  Children's Own Characteristics               CO
```

o enrollment category (character 13)

```
  1   Total Enrolled & Not Enrolled
  2   Total Enrolled (Public & Private)
  3   Enrolled in Public School
  4   Enrolled in Private School
  5   Not Enrolled
```

o age/grade category (character 14)

```
  F   Total Relevant
  A   Pre-Kindergarten
  B   Kindergarten
  C   Grade 1- 4
  D   Grade 5- 8
  E   Grade 9-12
  1   Age  0- 2 years
  2   Age  3- 4 years
  3   Age  5-13 years
  4   Age 14-17 years
  5   Age 18-19 years
  6   Age  3-19 years
  7   Age  5-17 years
```

Sample Subject Matter Specifications File

```
P008     70 3F
```

This file contains one table extraction record. There can be as many table extraction records as you like bit remember, most application software packages have maximum size record lengths--so choose only the number of tables that you really need.

In the above example, the line reads extract table P008 from record type 7 (children's own characteristics) for children enrolled in public school (3) for the total relevant population (F).

The following file contains a table extraction record for table P008 total enrolled and enrolled in public school.

```
P008     70 2F    <-- total enrolled
P008     70 3F    <-- enrolled in public school
```

### 3.2.9.3. Census Extract Output File

Files produced are (assuming default names):

newfile.dct
newfile.prn
extract.dat
extract.dct

Sample Output from Census CD-ROM Extraction

```
newfile.prn (rightmost part of record truncated)

"00","900","00000","00","00",29477923,6404300,463505
"01","901","00000","00","00",446664,246209,4784,4097
"02","902","00000","00","00",75307,4630,23115,3811,1
"04","904","00000","00","00",449603,23977,55442,9647
...

"54","954","00000","00","00",301488,11440,583,1378,4
"55","955","00000","00","00",686790,65388,9887,13464
"56","956","00000","00","00",88334,742,2723,621,2534

newfile.dct

GEOCODE,A5
LO,A2
HI,A2
CO_3FP008__001,i9
CO_3FP008__002,i9
CO_3FP008__003,i9
CO_3FP008__004,i9
CO_3FP008__005,i9
```

### 3.3. Report

Report is used to prepare custom reports from any of the databases. Invoke Report from the Database Operations menu:

While report can be used as a primitive "report generator," the primary reason for using the report feature is to obtain listings of data items across geographic areas. Here are some examples report applications:

o obtain a listing of all district codes and names.
o identify just those districts with certain characteristics.

(e.g., percent at-risk, dropout rate above a certain level)

Report can direct the display of data to the screen or to a file.

#### 3.3.1. Select a Database

Select a database to be used in the report processing.

Available databases include:

Top 100 Items
Common Core of Data
School District Finances
1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

Sections 3.3.2 through 3.3.7. apply to report generation using all databases other than the Census CD-ROM database. For information on this feature, see section 3.3.8.

#### 3.3.2. Extract (E) or Master (M)

If you have not previously extracted data from a master file, enter M to select Master file. Using this option means that you will select a portion of the Master file.

If you wish to prepare a report based on an extract file from a from a previously extracted file, enter E for this operation.

#### 3.3.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

#### 3.3.4. Enter Output File Name

Enter the DOS file name for the new report file to be created. This name must be a valid DOS file name.

If you press Enter with no name, the report will be directed to the screen.

#### 3.3.5. Selected (S) or All (A) Fields

This operation allows you to select one, several or all fields from the file from which data are being extracted. This option allows you to select on the items that you desire to have displayed as well as the order (from left to right).

#### 3.3.6. Enter Output Field Names

If the Selected Fields option was selected in the previous step, you will be prompted for the fields to be selected. Field names for the Top 100, CCD and F33 file are listed in an earlier section. Use PgUp to view the listings of the names and descriptions.

You are prompted for one field at a time. The field must be spelled exactly as specified in the database or the prompt will appear again.

Caution: if you press enter with no value specified, the field selection will terminate and the output will be produced as you have specified to that point.

#### 3.3.7. Enter Selection Expression

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

See section 3.2.7. for examples.

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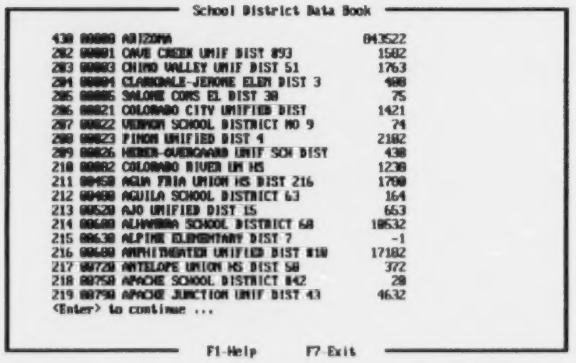
**Example**. An example of the output from a report operation with display to the screen is shown below.


School District Data Book
430 00000 ARIZONA 843522
282 00001 CAVE CREEK UNIF DIST 093 1582
283 00003 CHINO VALLEY UNIF DIST 51 1763
284 00004 CLARKDALE-JEROME ELEM DIST 3 490
285 00005 SALOME COMS EL DIST 30 75
286 00021 COLORADO CITY UNIFIED DIST 1421
287 00022 VERNON SCHOOL DISTRICT NO 9 74
288 00023 PINON UNIFIED DIST 4 2102
289 00026 HEBER-OVERGAARD UNIF SCH DIST 430
210 00002 COLORADO RIVER UN HS 1230
211 00458 AGUA FRIA UNION HS DIST 216 1700
212 00488 AGUILA SCHOOL DISTRICT 63 164
213 00520 AJO UNIFIED DIST 15 653
214 00600 ALHAMBRA SCHOOL DISTRICT 68 18532
215 00630 ALPINE ELEMENTARY DIST 7 -1
216 00680 AMPHITHEATER UNIFIED DIST #10 17102
217 00720 ANTELOPE UNION HS DIST 50 372
218 00750 APACHE SCHOOL DISTRICT 042 28
219 00750 APACHE JUNCTION UNIF DIST 43 4632
<Enter> to continue ...
F1-Help F7-Exit

In this example, the application setup was as follows:

Top 100 file
Selected fields dist, name and d058 (relevant children)
Select for cty = '000' (only districts)

Note in this example that the data value is -1 for Alpine elementary. This indicates that data are not available for this record. Digressing, since this is record 7 (Children's Own) data, it is known that record 7 does not exist for this district nor do any of the record 7 iteration records. The reason that these data do not exist is because there were too few observations in this district to develop an estimate -- even for the number of total relevant children.

### 3.3.8. Data from Census CD-ROM Extracted Database

You may create a report using a file that you extracted from the Census CD-ROM database in a previous step.

Using this feature without previously extracting a file will result in an error.

The extracted file used by SDDB is named "extract.dbf". Extract.dbf may have a maximum of 125 data fields.

The names of data items available in the file extract.dbf correspond
to the table/item names that you selected during the extract process.

In addition, the file extract.dbf has the standard names included of code (the geographic code for the area) and name (the name of the area).

### 3.4. Statistics

The statistics feature provides basic statistics. Invoke Statistics from the Database Operations menu:

While the statistics provided are quite few (count, total and sum), the logical manipulation offered through this feature makes it a powerful tool. For example, you can process all district records in the U.S. (or a subset area) for the number of at-risk children in districts with a certain level of Federal aid per student. At the end of the process you are given the count of the districts that qualify, the sum of the "expression" used and the total for the "expression" used.

**Some Usage Considerations**. Note that the Top 100 database contains records for states, counties and districts. Unless you use the Selection feature to screen on the type of geography, there will be a double/triple counting. For example, if you only wanted district records in Arizona, the selection expression would be ST='04' .and. CTY='000'. This selection criteria tells the system to only process records with a state FIPS code of 04 (Arizona) and where the value of the county FIPS code is 000 (the county FIPS code is 000 for district records).

The statistics expression is computed for each record meeting the selection criteria.

#### 3.4.1. Select a Database

Select a database to be used in the statistics processing.

Available databases include:

Top 100 Items
Common Core of Data
School District Finances
1990 Census School District Special Tabulation

See Section 5 for more detail on the content of these databases.

Sections 3.4.2. through 3.4.5. apply to statistics from all databases other than the Census CD-ROM database. For information on this feature, see section 3.4.9.

#### 3.4.2. Extract (E) or Master (M)

If you have not previously extracted data from a master file, enter M to select Master file. Using this option means that you will select a portion of the Master file.

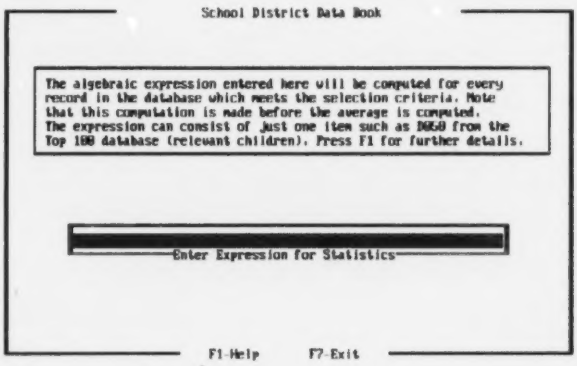
If you wish to prepare statistics based on an extract file from a from a previously extracted file, enter E for this operation.

#### 3.4.3. Enter File Name [for Extract only]

If you specified Extract (E) in the previous step, you will be prompted for the DOS file name of the file that you created when you previously extracted data from the Master file.

#### 3.4.4. Enter Expression for Statistics

The screen requesting the express for statistics shown below.


School District Data Book
The algebraic expression entered here will be computed for every record in the database which meets the selection criteria. Note that this computation is made before the average is computed. The expression can consist of just one item such as D050 from the Top 100 database (relevant children). Press F1 for further details.
Enter Expression for Statistics
F1-Help
F7-Exit

The expression for statistics instructs the system as to what data mathematical combination of items in the selected database to process.

Suppose that you want statistics on the value of X, where

X = EXPRESSION

At the prompt key in the EXPRESSION (just the EXPRESSION, not X=) and press Enter.

As an example, suppose you wanted statistics on total relevant children from the Top 100 Items database. The expression value would be only the data item name. The data item name for total relevant children is D058 (the names of items are presented by database in section 5).

As another example, suppose that you want the number of Hispanic children enrolled in private school from this database. By looking at the item list, it is determined that the specific item desired is not included. But, the item value can be derived by subtracting Hispanic children enrolled in public school (D100) from Hispanic children enrolled (D092). Thus the EXPRESSION that would be entered is:

D092-D100

### 3.4.5. Enter Selection Expression

The selection option permits you to select only those records meeting certain criteria. Some examples follow for applications using the Top 100 database.

See section 3.2.7. for examples.

**Example**. The screen shown below provides an example of the output from the statistics operation.

In this example, the following choices were made:

Top 100 file

Include only Arizona and include only counties
(selection expression: st = '04' .and. dist = '00000')

## 4. Maps

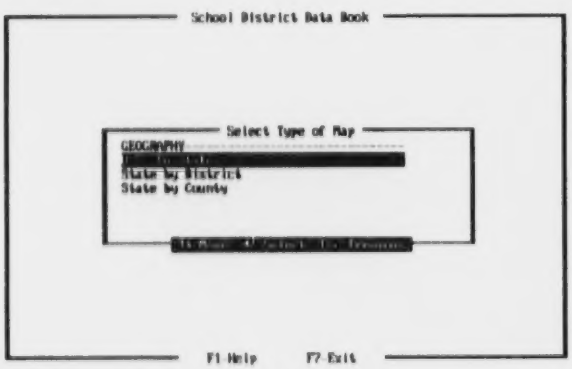
This section provides general information on use of the SDDB map feature. Sections that follow correspond to the operations of the system as you proceed through the mapping steps in a sequential manner.

Maps available through the SDDB are generated dynamically to meet your requirements. The maps are referred to as thematic maps.

Invoke the maps operations from the Main Menu:

### 4.1. Select Type of Map

After invoking the map operations, the Select Type of Map menu appears.




Select from three types of maps:

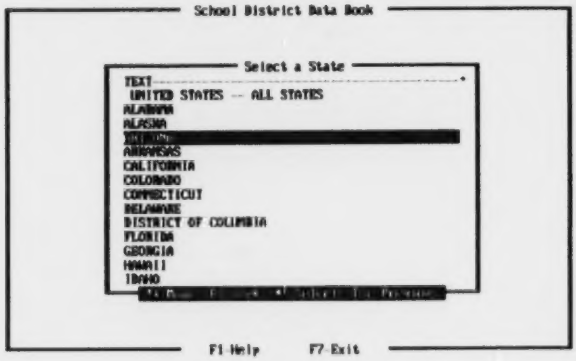
U.S. by State
-- displays the U.S. with all states

State by District
-- displays a selected state with all districts

State by County
-- displays a selected state with all counties

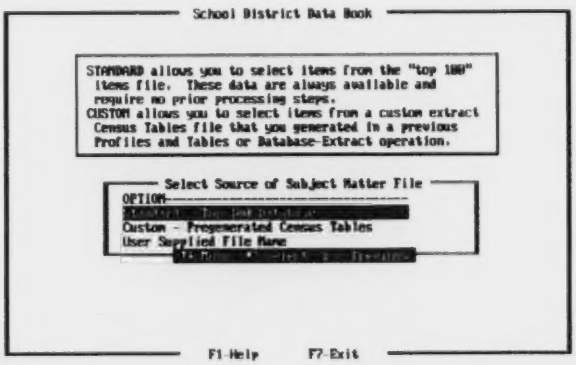
### 4.2. Select a State

This menu does not appear if you have selected the U.S. by state map. If you select State by District or State by County, the following menu appears.




### 4.3. Select Type of Subject Matter

After selecting a type of map and state, the following screen appears offering three choices for the subject matter file.


School District Data Book
STANDARD allows you to select items from the "top 100" items file. These data are always available and require no prior processing steps.
CUSTOM allows you to select items from a custom extract Census Tables file that you generated in a previous Profiles and Tables or Database-Extract operation.
Select Source of Subject Matter File
OPTION
Standard - Top 100 Items Database
Custom - Pregenerated Census Tables
User Supplied File Name
F1-Help
F7-Exit

The data item that is used to prepare the thematic map is selected from the specified subject matter file. The process of selecting the specific data item will follow in the spreadsheet discussed below.

The options for selection of the subject matter file are as follows:

Standard - Top 100 Items Database
Custom - Pregenerated Custom Census File
User Supplied File Name

Each of these file types are reviewed next.



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### 4.3.1. Using the Standard Top 100 Items Database

These data are available for all districts, counties and states on each CD-ROM.

The state by district maps are not available on the first version of the U.S. by state CD-ROM as not all of the source TIGER files had been provided by the time this CD-ROM was developed.

### 4.3.2. Using Pregenerated Custom Census File

Use of this feature is limited to the Census database available on the installed CD-ROM.

Pregenerated Custom Census Files are those which have been prepared as an automatic product from displaying tables using the Profiles and Tables feature. To prepare a file for use with the mapping operation, the geography option:

All states (U.S. by state CD-ROM)
All counties (State CD-ROM)
All districts (State CD-ROM)

must be selected. Note that the all counties and all districts option is not available on the U.S. by State CD-ROM (and vice-versa) since the corresponding data do not exist on those CD-ROM.

**Example**. Suppose that you desire to prepare a map of the U.S. by state depicting the number of children enrolled in public school who are below poverty level.

The first step is to use Profiles and Tables to select the desired data item for all states. To perform this operation, the All States geographic selection is used. Tables is selected as the type of display.

Within Tables, the following tabulation selection is made:

- Children's Own Characteristics
- Enrolled in Public School
- Total Relevant Children

- Table 118 is selected

As the processing takes place, the screen summarizes which geography is being processed and that two files, extract.prn and extract.dct, are being created. A third file, extract.dat, is also generated. Portions of these files are shown below. The rightmost portions of the data records are truncated for purposes of depicting the data here.

```
extract.dct

GEOCODE (SSCCCDDDDD)
AREA NAME (A30)
P118      70 2F001    9  <-- male above poverty level
P118      70 2F002    9  <-- female above poverty level
P118      70 2F003    9  <-- male below poverty level
P118      70 2F004    9  <-- female below poverty level

extract.prn (right portion of record truncated)

"00","900","00000","United States                    ",19341333,18102535,
"01","901","00000","Alabama                          ",309322,289201,89748
"02","902","00000","Alaska                           ",53454,49130,6158,5
"04","904","00000","Arizona                          ",274593,255890,68955
...

"54","954","00000","West Virginia                    ",130635,120521,40348
"55","955","00000","Wisconsin                        ",413094,386441,63526
"56","956","00000","Wyoming                          ",44554,41466,6444,6

extract.dat

00 900 00000 United States                  19341333 18102535  3871923
01 901 00000 Alabama                          309322   289201    89748
02 902 00000 Alaska                            53454    49130     6158
04 904 00000 Arizona                          274593   255890    68954
...
54 954 00000 West Virginia                    130635   120521    40348
55 955 00000 Wisconsin                        413094   386441    63526
56 956 00000 Wyoming                           44554    41466     6444
```

These files are now permanent, until overwritten, and control is returned to the main menu.

From the main menu, the maps option is selected. The options then selected are:

- U.S. by state map
- Custom pregenerated census file
- Equal number intervals

After some additional processing steps, a spreadsheet is displayed depicting the data shown in the file extract.dat. At the top of the spreadsheet, the item names P1180001 through P1180004 are shown. The column of data beneath the each name contains the data for each of the geographic areas (states in this case).

To prepare the map, one final step is required--to add the male and females below poverty level (P1180003 and P1180004). To accomplish this task, spreadsheet operations are used. Refer to Section 3.5. for more information on summing the two fields and selecting the summed value for display.

### 4.3.3. User Supplied File Name

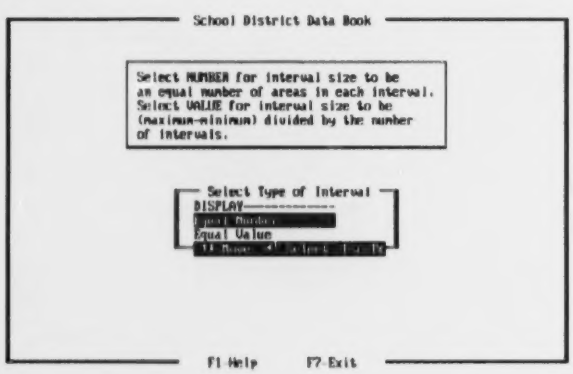
This option enables you to use the mapping operations to display data other than that from the School District Data Book. The requirement to use this option is that the data file format must follow the structural specifications of those used in the dBASE-structured file.

You may, for example, create a dBASE structured file, e.g., MYOWN.DBF, containing data for districts across a state. This file may contain any type of numeric data with the only constraint being that the first field must be named CODE and structured as an A5 data type. The CODE field, in this case, must be filled with the district codes as used in the Census Mapping Project (complete with lead zeros). With such a file existing, select User Supplied File Name and you will then be prompted for the file name. Note that this operation would have required you to select state by district as type of map.

Similarly, for example, you may create a dBASE structured file, e.g., MYCTY.DBF, containing data for counties across a state. This file may contain any type of numeric data with the only constraint being that the first field must be named CODE and structured as an A5 data type. The CODE field, in this case, must be filled with the State FIPS code (characters 1-2) and the county FIPS code (characters 3-5) as used in the Census Mapping Project (complete with lead zeros as applicable). With such a file existing, select User Supplied File Name and you will then be prompted for the file name. Note that this operation would have required you to select state by county as type of map.

### 4.4. Select Type of Interval

After selecting the subject matter file, the following screen appears.


School District Data Book
Select NUMBER for interval size to be an equal number of areas in each interval. Select VALUE for interval size to be (maximum-minimum) divided by the number of intervals.
Select Type of Interval
DISPLAY
Equal Number
Equal Value
F1-Help
F7-Exit

This menu allows you to choose the type of data interval that is used in the development of the thematic mapping intervals. The options are Equal Number (observations per interval) or Equal Value (the data range split into 5 equal categories).

The map display classifies the data value for each area into one of five intervals. Select the type of interval classification that you prefer.

### 4.4.1. Equal Number

Equal Number results in the number of areas being divided equally into the five intervals. For example, if the map display is for a state by county and a state has 15 counties, under the Equal Number option, each interval will be assigned 3 counties.

### 4.4.2. Equal Value

Equal Value results in the number of areas being divided into the five intervals based on the data values. The range for the data value for each interval is determined by dividing the range (maximum minus
minimum value for all areas being mapped) by five.

The intervals then contain areas based on the interval size:

```
interval 1: minimum value to minimum + 20% of range
interval 2: interval 1 maximum to minimum + 40% of interval range
interval 3: interval 2 maximum to minimum + 60% of interval range
interval 4: interval 3 maximum to minimum + 80% of interval range
interval 5: interval 4 maximum to minimum +100% of interval range
```

*Special note regarding the process of invoking MapView ...*

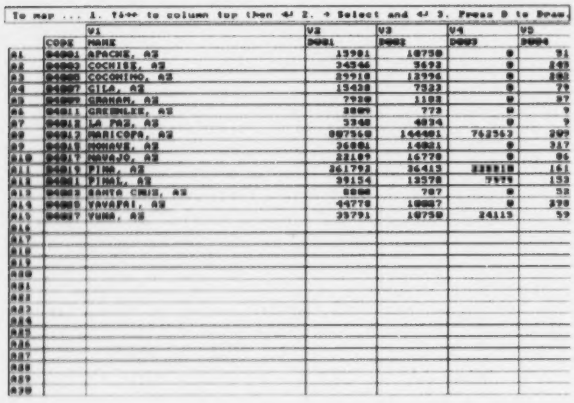
After you specify type of interval, the system automatically invokes mapping based on selections that you have made up to this point. There will be a pause between the step of selecting an interval type and the spreadsheet display (reviewed next). During this pause the database is being processed. The length of time varies depending on the geography being processed.

*Do not press a key until the spreadsheet appears as such actions will be interpreted as spreadsheet operations in the next step, possibly resulting in actions that you do not intend.*

### 4.5. Map Spreadsheet Operations

Map View automatically selects and opens the correct boundary file and data file for the thematic map display. Since many users will desire the ability to make mathematical relationships among the data items, the mapping software is designed to pause at a fully loaded spreadsheet.

An example of the spreadsheet is shown in the following screen.



To map ... 1. Move to column top then 2. Select and 3. Press D to Draw

| | | V1 | V2 | V3 | V4 | V5 |
|---|---|---|---|---|---|---|
| | CODE | NAME | 0001 | 0002 | 0003 | 0004 |
| A1 | 04001 | APACHE, AZ | 13981 | 10750 | 0 | 91 |
| A2 | 04003 | COCHISE, AZ | 34546 | 9692 | 0 | 249 |
| A3 | 04005 | COCONINO, AZ | 29918 | 12996 | 0 | 282 |
| A4 | 04007 | GILA, AZ | 13428 | 7323 | 0 | 79 |
| A5 | 04009 | GRAHAM, AZ | 7929 | 1108 | 0 | 87 |
| A6 | 04011 | GREENLEE, AZ | 8809 | 773 | 0 | 9 |
| A7 | 04012 | LA PAZ, AZ | 3748 | 4834 | 0 | 7 |
| A8 | 04013 | MARICOPA, AZ | 887568 | 144401 | 762362 | 899 |
| A9 | 04015 | MOHAVE, AZ | 26084 | 14821 | 0 | 317 |
| A10 | 04017 | NAVAJO, AZ | 22189 | 16778 | 0 | 86 |
| A11 | 04019 | PIMA, AZ | 261792 | 36413 | 238818 | 161 |
| A12 | 04021 | PINAL, AZ | 39154 | 12578 | 7974 | 153 |
| A13 | 04023 | SANTA CRUZ, AZ | 8888 | 787 | 0 | 32 |
| A14 | 04025 | YAVAPAI, AZ | 44778 | 19887 | 0 | 378 |
| A15 | 04027 | YUMA, AZ | 29791 | 10750 | 24113 | 59 |
| A16 | | | | | | |
| A17 | | | | | | |
| A18 | | | | | | |
| A19 | | | | | | |
| A20 | | | | | | |
| A21 | | | | | | |
| A22 | | | | | | |
| A23 | | | | | | |
| A24 | | | | | | |
| A25 | | | | | | |
| A26 | | | | | | |
| A27 | | | | | | |
| A28 | | | | | | |
| A29 | | | | | | |
| A30 | | | | | | |

When the spreadsheet is displayed, you may select an item and draw a map or mathematically manipulate the data before drawing a map. For example, if your data file contains children enrolled in public school and total children enrolled, you might prefer to map the percent of children enrolled in public school (rather than number of children). To facilitate such mapping flexibility, several spreadsheet operations are available.

The spreadsheet is matrix where each line corresponds to a geographic area. Each column corresponds to a data item.

In summary, if you do not want to manipulate the data, follow the instructions on the top line of the spreadsheet:

1 - Using arrows, position the highlight box on the topmost cell of the data column of interest.

2 - Press Enter and the spreadsheet menu appears at the bottom of the screen.

3 - Using the right arrow, move right to highlight the Select option and press Enter.

4 - Press D (for Draw) and the map is automatically drawn.

When done viewing the map, press Esc. The map screen clears and a prompt is given asking whether or not to print the map.

Note: if the map is to be printed, an HP Laserjet compatible printer (compatible with HP PCL) must be connected and operational on LPT1:. For most map applications, the printer must have 2 MB or more memory.

Spreadsheet menu options are discussed below. Of all of these options, the only one that is necessary to be used is Select. Select is the options that selects the subject matter items to be mapped.

#### 4.5.1. Edit

This feature may be used to manually alter the value of a spreadsheet cell.

A common use for edit is to alter the legend name/title for an item being displayed in a thematic map.

#### 4.5.2. Insert

This feature is used to insert a column. If you are creating a new item to map, such as a percentage, insert a column first.

#### 4.5.3. Delete

Not used this version

#### 4.5.4. Format

Not used this version

#### 4.5.5. Math

To create a new item, move the highlight cell to the top of a newly inserted column and press Enter. Move the highlight to Math and press Enter. A data entry line appears at the bottom of the screen. Enter the right-hand side of an equation to assign a value to the cells of the present (new) column.

This expression may be of a standard mathematical form and obeys standard manipulative hierarchy of operation rules. The four basic operators + - / and * are permissible as are parentheses for argument grouping. Constants and variables are permissible. Variables must be referenced through the use of the "V" notation in the topmost row of the screen/spreadsheet.

As an example suppose that you want to map the percent V2 is of V5 (after inserting a column that has become V1). After pressing Enter from the Math option, you would enter the following on the data entry line:

100*(V2/V3)

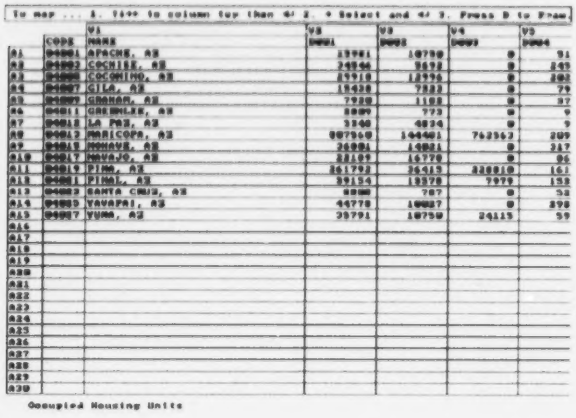
A zero value in V3 will result in an error and the computation will not be made.

Under Map View operations it is not possible to save the results of mathematical operations into a new file. The underlying DOS file is not affected by math operations.

### 4.5.6. Select

When the spreadsheet is initially displayed, the matrix highlight bar is located on the topmost name field (see example above).

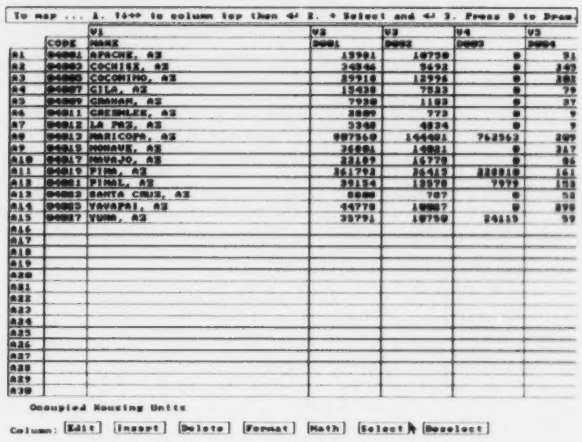
Select instructs the system to use this designated column as the active variable (item) to map. To use select, position the highlight box on the topmost cell of the column (item) to be selected. For example, if we desire to map item D001, the highlight cell would be moved to the topmost row of the D001 (occupied housing units) column. The spreadsheet would then appear as shown in the following screen.



| To map ... 1. Type in column top then ↵ 2. ↑ Select and ↵ 3. Press D to Draw. | | | | | | |
|---|---|---|---|---|---|---|
| | | V1 | V2 | V3 | V4 | V5 |
| | CODE | NAME | D001 | D002 | D003 | D004 |
| A1 | 04001 | APACHE, AZ | 13981 | 10750 | 0 | 91 |
| A2 | 04002 | COCHISE, AZ | 24846 | 9672 | 0 | 245 |
| A3 | 04003 | COCONINO, AZ | 45910 | 12996 | 0 | 283 |
| A4 | 04007 | GILA, AZ | 15430 | 7833 | 0 | 79 |
| A5 | 04009 | GRAHAM, AZ | 7920 | 1193 | 0 | 97 |
| A6 | 04011 | GREENLEE, AZ | 2809 | 773 | 0 | 9 |
| A7 | 04012 | LA PAS, AZ | 3240 | 4834 | 0 | 9 |
| A8 | 04013 | MARICOPA, AZ | 907760 | 144401 | 762362 | 209 |
| A9 | 04015 | MOHAVE, AZ | 26081 | 15821 | 0 | 217 |
| A10 | 04017 | NAVAJO, AZ | 22109 | 16770 | 0 | 96 |
| A11 | 04019 | PIMA, AZ | 351792 | 26415 | 220810 | 161 |
| A12 | 04021 | PINAL, AZ | 39154 | 13378 | 7979 | 152 |
| A13 | 04023 | SANTA CRUZ, AZ | 6088 | 787 | 0 | 58 |
| A14 | 04025 | YAVAPAI, AZ | 44778 | 16087 | 0 | 278 |
| A15 | 04027 | YUMA, AZ | 29791 | 18759 | 24115 | 59 |
| A16 | | | | | | |
| A17 | | | | | | |
| A18 | | | | | | |
| A19 | | | | | | |
| A20 | | | | | | |
| A21 | | | | | | |
| A22 | | | | | | |
| A23 | | | | | | |
| A24 | | | | | | |
| A25 | | | | | | |
| A26 | | | | | | |
| A27 | | | | | | |
| A28 | | | | | | |
| A29 | | | | | | |
| A30 | | | | | | |

Occupied Housing Units

With the highlight cell properly positioned for the item to be selected, press Enter. A menu now appears at the bottom of the menu as shown in the next screen.



| To map ... 1. Type in column top then ↵ 2. ↑ Select and ↵ 3. Press D to Draw. | | | | | | |
|---|---|---|---|---|---|---|
| | | V1 | V2 | V3 | V4 | V5 |
| | CODE | NAME | D001 | D002 | D003 | D004 |
| A1 | 04001 | APACHE, AZ | 13981 | 10750 | 0 | 91 |
| A2 | 04002 | COCHISE, AZ | 24846 | 9672 | 0 | 245 |
| A3 | 04003 | COCONINO, AZ | 45910 | 12996 | 0 | 283 |
| A4 | 04007 | GILA, AZ | 15430 | 7833 | 0 | 79 |
| A5 | 04009 | GRAHAM, AZ | 7920 | 1193 | 0 | 97 |
| A6 | 04011 | GREENLEE, AZ | 2809 | 773 | 0 | 9 |
| A7 | 04012 | LA PAS, AZ | 3240 | 4834 | 0 | 9 |
| A8 | 04013 | MARICOPA, AZ | 907760 | 144401 | 762362 | 209 |
| A9 | 04015 | MOHAVE, AZ | 26081 | 15821 | 0 | 217 |
| A10 | 04017 | NAVAJO, AZ | 22109 | 16770 | 0 | 96 |
| A11 | 04019 | PIMA, AZ | 351792 | 26415 | 220810 | 161 |
| A12 | 04021 | PINAL, AZ | 39154 | 13378 | 7979 | 152 |
| A13 | 04023 | SANTA CRUZ, AZ | 6088 | 787 | 0 | 58 |
| A14 | 04025 | YAVAPAI, AZ | 44778 | 16087 | 0 | 278 |
| A15 | 04027 | YUMA, AZ | 29791 | 18759 | 24115 | 59 |
| A16 | | | | | | |
| A17 | | | | | | |
| A18 | | | | | | |
| A19 | | | | | | |
| A20 | | | | | | |
| A21 | | | | | | |
| A22 | | | | | | |
| A23 | | | | | | |
| A24 | | | | | | |
| A25 | | | | | | |
| A26 | | | | | | |
| A27 | | | | | | |
| A28 | | | | | | |
| A29 | | | | | | |
| A30 | | | | | | |

Occupied Housing Units

Column: [Edit] [Insert] [Delete] [Format] [Math] [Select] [Deselect]



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Press the right-arrow key until the Select option is highlighted on the menu line. As the spreadsheet re-displays, a box will appear around the column header box indicating the item has been selected for display. The screen will appear as follows.

To map ... 1. ↑↓→← to column top then ↵ 2. → Select and ↵ 3. Press D to Draw.

| | | V1 | V2 | V3 | V4 | V5 |
|---|---|---|---|---|---|---|
| | CODE | NAME | D001 | D002 | D003 | D004 |
| A1 | 04001 | APACHE, AZ | 15981 | 10750 | 0 | 51 |
| A2 | 04003 | COCHISE, AZ | 34546 | 5692 | 0 | 245 |
| A3 | 04005 | COCONINO, AZ | 29918 | 12996 | 0 | 202 |
| A4 | 04007 | GILA, AZ | 15438 | 7523 | 0 | 79 |
| A5 | 04009 | GRAHAM, AZ | 7930 | 1102 | 0 | 37 |
| A6 | 04011 | GREENLEE, AZ | 2809 | 773 | 0 | 9 |
| A7 | 04012 | LA PAZ, AZ | 5340 | 4834 | 0 | 9 |
| A8 | 04013 | MARICOPA, AZ | 807560 | 144481 | 762563 | 209 |
| A9 | 04015 | MOHAVE, AZ | 36801 | 14021 | 0 | 317 |
| A10 | 04017 | NAVAJO, AZ | 22189 | 16770 | 0 | 86 |
| A11 | 04019 | PIMA, AZ | 261792 | 36415 | 228810 | 161 |
| A12 | 04021 | PINAL, AZ | 39154 | 13570 | 7979 | 153 |
| A13 | 04023 | SANTA CRUZ, AZ | 8808 | 787 | 0 | 52 |
| A14 | 04025 | YAVAPAI, AZ | 44770 | 10027 | 0 | 298 |
| A15 | 04027 | YUMA, AZ | 35791 | 10750 | 24115 | 59 |
| A16 | | | | | | |
| A17 | | | | | | |
| A18 | | | | | | |
| A19 | | | | | | |
| A20 | | | | | | |
| A21 | | | | | | |
| A22 | | | | | | |
| A23 | | | | | | |
| A24 | | | | | | |
| A25 | | | | | | |
| A26 | | | | | | |
| A27 | | | | | | |
| A28 | | | | | | |
| A29 | | | | | | |
| A30 | | | | | | |

Occupied Housing Units

### 4.5.7. Deselect

An item previously selected may be deselected in an identical manner as selecting the item. Instead of choosing Select, choose Deselect.

## 4.6. Map Display and Interpretation

The map is a display of the geography that you requested in an earlier step. Each are has a colorized cross-hatch pattern corresponding to one of the intervals shown in the legend. As the data values for each area are evaluated, the area is assigned to a data interval which is associated with a particular hatch pattern.

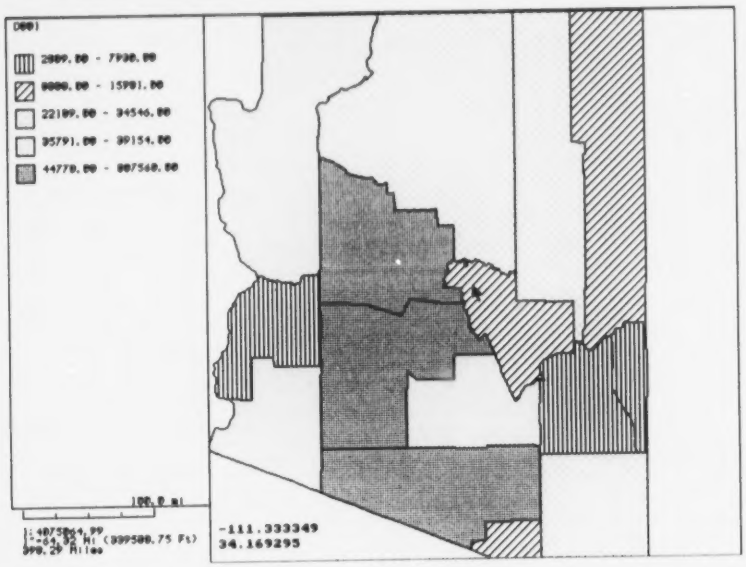
The legend shows intervals with the hatch pattern representing that interval appearing in a small box. Beside each interval hatch pattern is the data range for that interval. If, for example, the range reads 5.00 - 10.00, then any geographic area which has a data value falling into that range will be displayed with that hatch pattern.

At the top of the legend box is the name of the item being displayed. If you are planning to print a map, you may want to edit the item name (within spreadsheet) and choose a name meaningful for you application.

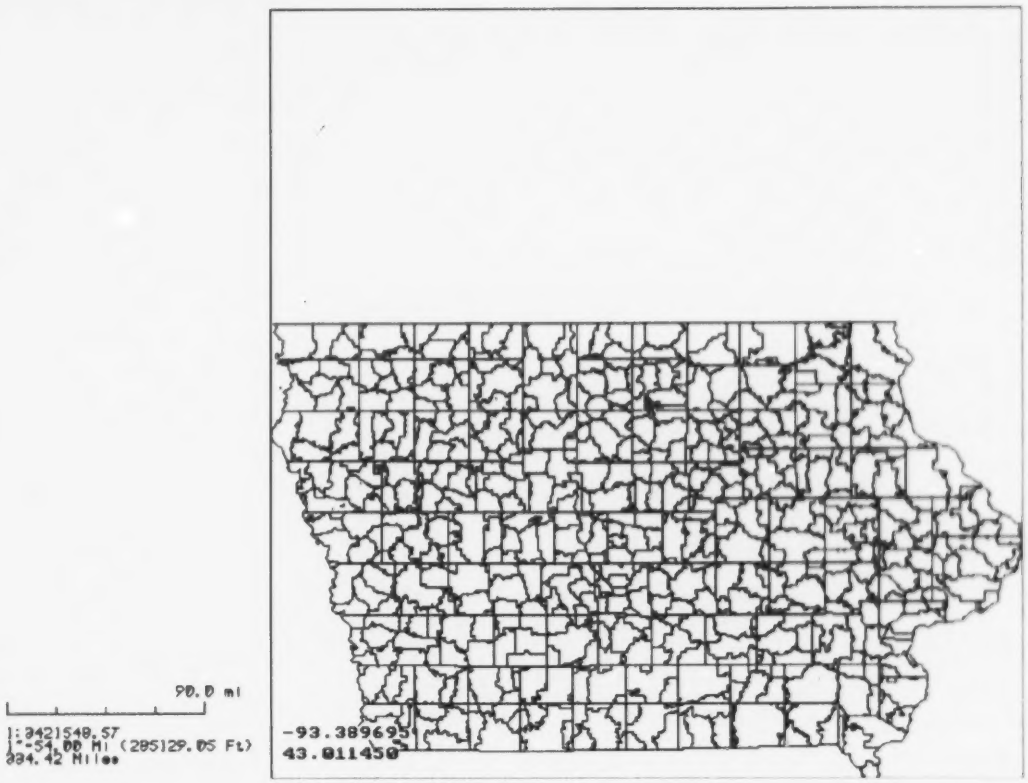
The scale box shows the area measurements represented by the map. The scale bar shows the physical distance on the map screen equal to the stated measure. Note that, due to variation among printer size and orientation, the scale as printed in hardcopy form will typically not accurately represent distances. The scale is of most use on the map when shown on the display device.

Interpretation--Perhaps the most typical use of a thematic map is to "see" which areas have relatively high or low values for the selected item. You can see areas at-a-glance where concentrations exist.

The map display consists of three windows--the map, the legend and the scale. The Arizona by county map is shown in the screen presented below.



**State by District**. Another map display, Iowa by district, is shown in the following screen.



### 4.7. Printing the Map

After the map on the screen display has been examined, it may be printed with properly configured systems. After pressing the Esc key to leave the map display, the following message is displayed.

```
The map that was displayed may now be printed if you have the required
graphics printer.

Printing, using the default configuration, requires an HP LaserJet
compatible printer with 2.5 MB memory, the device turned on and
connected as the default PRN device.

Print? (Y/N)
```

# 5. Databases

## 5.1. Top 100 Database Items

This database is available on each CD-ROM. It contains the data items listed below for each county, school district and state.

| | | | | | | |
|---|---|---|---|---|---|---|
| ST | State FIPS Code | | | | C | 2 |
| CTY | County FIPS Code | | | | C | 3 |
| DIST | District Code (15274 districts + 30 BOC) | | | | C | 5 |
| STCODE | State's Own Code | | | | C | 14 |
| MSAC | CMSA Code (2-digit part) from LEA | | | | C | 2 |
| MSA | MSA Code | | | | C | 4 |
| DISTCTY | County FIPS Code (for district records) | | | | C | 3 |
| ZIP | ZIP Code | | | | C | 5 |
| LOW_GRADE | Low Grade | | | | C | 2 |
| HIGH_GRADE | High Grade | | | | C | 2 |
| NAME | Area Name | | | | C | 30 |
| D001 | Occupied Housing Units | H004 | 10 00 | N | 9 | |
| D002 | Vacant Housing Units | H004 | 10 00 | N | 9 | |
| D003 | Occupied Housing Units - Urban - Inside Urbanized Area | H005 | 10 00 | N | 9 | |
| D004 | Occupied Housing Units - Urban - Outside Urbanized Area | H005 | 10 00 | N | 9 | |
| D005 | Occupied Housing Units - Rural - Farm | H005 | 10 00 | N | 9 | |
| D006 | Occupied Housing Units - Rural - Nonfarm | H005 | 10 00 | N | 9 | |
| D007 | Occupied Housing Units - Inside Metro - In Central City | H006 | 10 00 | N | 9 | |
| D008 | Occupied Housing Units - Inside Metro - Not in Central City - Urban | H006 | 10 00 | N | 9 | |
| D009 | Occupied Housing Units - Inside Metro - Not in Central City - Rural | H006 | 10 00 | N | 9 | |
| D010 | Occupied Housing Units - Outside Metro - Urban | H006 | 10 00 | N | 9 | |
| D011 | Occupied Housing Units - Outside Metro - Rural | H006 | 10 00 | N | 9 | |
| D012 | Occupied Housing Units - Owner Occupied | H008 | 10 00 | N | 9 | |
| D013 | Occupied Housing Units - Renter Occupied | H008 | 10 00 | N | 9 | |
| D014 | Median Gross Rent | H043A | 10 00 | N | 9 | |
| D015 | Median Value | H061A | 10 00 | N | 9 | |
| D016 | Families | P004 | 10 00 | N | 9 | |
| D017 | Households | P005 | 10 00 | N | 9 | |
| D018 | Median Household Income | P080A | 10 00 | N | 9 | |
| D019 | Households with Public Assistance Income in 1989 | P095 | 10 00 | N | 9 | |
| D020 | Households without Public Assistance Income in 1989 | P095 | 10 00 | N | 9 | |
| D021 | Households with Children Under 18 Years | P200 | 10 00 | N | 9 | |
| D022 | Households with Children 5 to 17 Years | P201 | 10 00 | N | 9 | |
| D023 | Unweighted Sample Count of Housing Units | H002 | 1A 00 | N | 9 | |
| D024 | 100-Percent Count of Housing Units | H003 | 1A 00 | N | 9 | |
| D025 | Unweighted Sample Count of Persons | P002 | 2A 00 | N | 9 | |
| D026 | 100-Percent Count of Persons | P003 | 2A 00 | N | 9 | |
| D027 | Dropouts 16-19 NEIS & NHG - In Households | P061 | 2A 00 | N | 9 | |
| D028 | Dropouts 16-19 NEIS & NHG - In Group Quarters | P061 | 2A 00 | N | 9 | |
| D029 | Per Capita Income in 1989 | P114A | 2A 00 | N | 9 | |
| D030 | At Risk Pre-School Age Children - Less than 4 years | P300 | 2A 00 | N | 9 | |
| D031 | At Risk Pre-School Age Children - 4 to 5 years of age | P300 | 2A 00 | N | 9 | |
| D032 | At Risk School Age Children (6-19 years) | P304 | 2A 00 | N | 9 | |
| D033 | Persons with Income in 1989 Above Poverty Level | P117 | 2A 00 | N | 9 | |
| D034 | Persons with Income in 1989 Below Poverty Level | P117 | 2A 00 | N | 9 | |
| D035 | Total Persons | P001 | 2B 00 | N | 9 | |
| D036 | Persons - Urban - Inside Urbanized Area | P006 | 2B 00 | N | 9 | |
| D037 | Persons - Urban - Outside Urbanized Area | P006 | 2B 00 | N | 9 | |
| D038 | Persons - Rural - Farm | P006 | 2B 00 | N | 9 | |
| D039 | Persons - Rural - Nonfarm | P006 | 2B 00 | N | 9 | |
| D040 | Persons - Male | P007 | 2B 00 | N | 9 | |
| D041 | Persons - Female | P007 | 2B 00 | N | 9 | |
| D042 | Persons - NonHispanic White | P012 | 2B 00 | N | 9 | |
| D043 | Persons - NonHispanic Black | P012 | 2B 00 | N | 9 | |
| D044 | Persons - NonHispanic American Indian, Eskimo, Aleut | P012 | 2B 00 | N | 9 | |
| D045 | Persons - NonHispanic Asian and Pacific Islander | P012 | 2B 00 | N | 9 | |
| D046 | Persons - NonHispanic Other Races | P012 | 2B 00 | N | 9 | |
| D047 | Persons - Hispanic | P012 | 2B 00 | N | 9 | |
| D048 | Persons in Group Quarters | P040 | 2B 00 | N | 9 | |
| D049 | Persons 16 Years and Over - In Labor Force | P070 | 2B 00 | N | 9 | |
| D050 | Persons 16 Years and Over - Civilian Employed | P070 | 2B 00 | N | 9 | |
| D051 | Persons 16 Years and Over - Civilian Unemployed | P070 | 2B 00 | N | 9 | |
| D052 | Persons 20 Years and Over by Educational Attainment - 12th Grade or less, no diploma | P188 | 2B 00 | N | 9 | |
| D053 | Persons 20 Years and Over by Educational Attainment - High school graduate | P188 | 2B 00 | N | 9 | |
| D054 | Persons 20 Years and Over by Educational Attainment - Some college, no bachelor or higher degree | P188 | 2B 00 | N | 9 | |
| D055 | Persons 20 Years and Over by Educational Attainment - Bachelor's or higher degree | P188 | 2B 00 | N | 9 | |
| D056 | Households with Relevant Children | P005 | 30 1F | N | 9 | |
| D057 | Persons (Parents Living with Relevant Children) | P001 | 40 1F | N | 9 | |
| D058 | Total Relevant Children | P001 | 70 1F | N | 9 | |
| D059 | Relevant Children - Urban - Inside Urbanized Area | P006 | 70 1F | N | 9 | |
| D060 | Relevant Children - Urban - Outside Urbanized Area | P006 | 70 1F | N | 9 | |
| D061 | Relevant Children - Rural - Farm | P006 | 70 1F | N | 9 | |
| D062 | Relevant Children - Rural - Nonfarm | P006 | 70 1F | N | 9 | |
| D063 | Relevant Children - Male | P007 | 70 1F | N | 9 | |
| D064 | Relevant Children - Female | P007 | 70 1F | N | 9 | |
| D065 | Relevant Children - NonHispanic White | P012 | 70 1F | N | 9 | |
| D066 | Relevant Children - NonHispanic Black | P012 | 70 1F | N | 9 | |
| D067 | Relevant Children - NonHispanic American Indian, Eskimo, Aleut | P012 | 70 1F | N | 9 | |
| D068 | Relevant Children - NonHispanic Asian and Pacific Islander | P012 | 70 1F | N | 9 | |
| D069 | Relevant Children - NonHispanic Other Races | P012 | 70 1F | N | 9 | |
| D070 | Relevant Children - Hispanic | P012 | 70 1F | N | 9 | |



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| | | | | | | |
|---|---|---|---|---|---|---|
| D071 | Relevant Children Age 3 Years | P013A | 70 | 1F | N | 9 |
| D072 | Relevant Children Age 4 Years | P013A | 70 | 1F | N | 9 |
| D073 | Relevant Children Age 5 Years | P013A | 70 | 1F | N | 9 |
| D074 | Relevant Children Ages 5-13 Years | P013A | 70 | 1F | N | 9 |
| D075 | Relevant Children Ages 14-17 Years | P013A | 70 | 1F | N | 9 |
| D076 | Relevant Children Ages 18-19 Years | P013A | 70 | 1F | N | 9 |
| D077 | Relevant Children in Family Households - Householder, Spouse, Grandchild, Other Relative, NonRelative | P017 | 70 | 1F | N | 9 |
| D078 | Relevant Children in Family Households - Child (natural, adopted, step) | P017 | 70 | 1F | N | 9 |
| D079 | Relevant Children in Non-Family Households | P017 | 70 | 1F | N | 9 |
| D080 | Relevant Children in Group Quarters | P017 | 70 | 1F | N | 9 |
| D081 | Relevant Children by Poverty Status - Income Above Poverty Level | P118 | 70 | 1F | N | 9 |
| D082 | Relevant Children by Poverty Status - Income Below Poverty Level | P118 | 70 | 1F | N | 9 |
| D083 | Relevant Children Ages 14-17 in Households | P017 | 70 | 1H | N | 9 |
| D084 | Relevant Children Ages 14-17 in Group Quarters | P017 | 70 | 1H | N | 9 |
| D085 | Relevant Children Enrolled in School - Male | P007 | 70 | 2F | N | 9 |
| D086 | Relevant Children Enrolled in School - Female | P007 | 70 | 2F | N | 9 |
| D087 | Relevant Children Enrolled in School - NonHispanic White | P012 | 70 | 2F | N | 9 |
| D088 | Relevant Children Enrolled in School - NonHispanic Black | P012 | 70 | 2F | N | 9 |
| D089 | Relevant Children Enrolled in School - NonHispanic American Indian, Eskimo, Aleut | P012 | 70 | 2F | N | 9 |
| D090 | Relevant Children Enrolled in School - NonHispanic Asian and Pacific Islander | P012 | 70 | 2F | N | 9 |
| D091 | Relevant Children Enrolled in School - NonHispanic Other Races | P012 | 70 | 2F | N | 9 |
| D092 | Relevant Children Enrolled in School - Hispanic | P012 | 70 | 2F | N | 9 |
| D093 | Relevant Children Enrolled in Public School - Male | P007 | 70 | 3F | N | 9 |
| D094 | Relevant Children Enrolled in Public School - Female | P007 | 70 | 3F | N | 9 |
| D095 | Relevant Children Enrolled in Public School - NonHispanic White | P012 | 70 | 3F | N | 9 |
| D096 | Relevant Children Enrolled in Public School - NonHispanic Black | P012 | 70 | 3F | N | 9 |
| D097 | Relevant Children Enrolled in Public School - NonHispanic American Indian, Eskimo, Aleut | P012 | 70 | 3F | N | 9 |
| D098 | Relevant Children Enrolled in Public School - NonHispanic Asian and Pacific Islander | P012 | 70 | 3F | N | 9 |
| D099 | Relevant Children Enrolled in Public School - NonHispanic Other Races | P012 | 70 | 3F | N | 9 |
| D100 | Relevant Children Enrolled in Public School - Hispanic | P012 | 70 | 3F | N | 9 |
| CCDMEM | CCD Membership from File A | | | | N | 7 |
| STUDENTS | CCD Students | | | | N | 9 |
| TEACHERS | CCD Teachers | | | | N | 9 |
| SCHOOLS | CCD Schools | | | | N | 9 |
| TOTREV | F33 Total Revenue | | | | N | 12 |
| LOCREV | F33 Local Revenue | | | | N | 12 |
| STREV | F33 State Revenue | | | | N | 12 |
| FEDREV | F33 Federal Revenue | | | | N | 12 |
| TOTEXP | F33 Total Expenditures | | | | N | 12 |
| CIPEXP | F33 Current Instructional Programs Expenditures | | | | N | 12 |
| INSEXP | F33 Instruction Expenditures | | | | N | 12 |
| NICEXP | F33 Current NonInstructructional Program Expenditures | | | | N | 12 |
| X | Not Used | | | | N | 12 |
| STATUS | Not Used | | | | C | 1 |

### 5.2. Common Core of Data Database

This database is available on each CD-ROM. It contains the data items listed below for each school district and state. The database is contained in the two files named CCDEXT1.DBF and CCDEXT2.DBF. These files have the following fields:

ccdext1.dbf

Number of data records: 15326

| Field | Field Name | Type | Width | Dec |
|---|---|---|---|---|
| 1 | DIST | Character | 5 | |
| 2 | LAT | Character | 8 | |
| 3 | LNG | Character | 8 | |
| 4 | LATP | Character | 8 | |
| 5 | LNGP | Character | 8 | |
| 6 | TPOP | Numeric | 9 | |
| 7 | AREA | Numeric | 9 | |
| 8 | ST | Character | 2 | |
| 9 | STAGID | Character | 14 | |
| 10 | SCHOOLS | Numeric | 8 | |
| 11 | TEACHERS | Numeric | 8 | |
| | ... | | | |
| 99 | PCTBLK1 | Numeric | 5 | |
| 100 | PCTBLK2 | Numeric | 5 | |
| 101 | PCTBLK3 | Numeric | 5 | |
| 102 | PCTBLK4 | Numeric | 5 | |
| 103 | PCTBLK5 | Numeric | 5 | |
| 104 | PCTBLK6 | Numeric | 5 | |
| 105 | PCTBLK7 | Numeric | 5 | |
| 106 | PCTBLK8 | Numeric | 5 | |
| 107 | PCTBLK9 | Numeric | 5 | |
| 108 | PCTBLK10 | Numeric | 5 | |
| ** Total ** | | | 739 | |

ccdext2.dbf

Number of data records: 15326

| Field | Field Name | Type | Width | Dec |
|---|---|---|---|---|
| 1 | DIST | Character | 5 | |
| 2 | ST | Character | 2 | |
| 3 | PBNRO1 | Numeric | 8 | |
| 4 | PBNRO2 | Numeric | 8 | |
| 5 | PBNRO3 | Numeric | 8 | |
| 6 | PBNRO4 | Numeric | 8 | |
| 7 | PBNRO5 | Numeric | 8 | |
| 8 | PBNRO6 | Numeric | 8 | |
| 9 | PBNRO7 | Numeric | 8 | |
| 10 | PBNRO8 | Numeric | 8 | |
| 11 | PBNRO9 | Numeric | 8 | |
| 12 | PBNRO10 | Numeric | 8 | |
| | ... | | | |
| 117 | PAPFTE1 | Numeric | 8 | |
| 118 | PAPFTE2 | Numeric | 8 | |
| 119 | PAPFTE3 | Numeric | 8 | |
| 120 | PAPFTE4 | Numeric | 8 | |
| 121 | PAPFTE5 | Numeric | 8 | |
| 122 | PAPFTE6 | Numeric | 8 | |
| 123 | PAPFTE7 | Numeric | 8 | |
| 124 | PAPFTE8 | Numeric | 8 | |
| ** Total ** | | | 882 | |

The following fields are contained in the files listed above.

| | |
|---|---|
| DIST | School District ID |
| LAT | Approximate Latitude of District Center |
| LNG | Approximate Longitude of District Center |
| LATP | Approximate Latitude of District Center of Population |
| LNGP | Approximate Longitude of District Center of Population |
| TPOP | Total Population (100%) of District |
| AREA | Area of District (Square kilometers) |
| ST | FIPS Code -- State |
| STAGID | State's own ID for District |
| | |
| SCHOOLS | Number of Schools in CCD Schools File |
| TEACHERS | FTE (full-time equivalent) Classroom Teachers |
| STUDENTS | Students Reported in Schools |
| FREELUNCH | Free Lunch Eligible Students reported |
| AMERIND | Amer Indian/Alaska Native students reported |
| API | Asian/Pacific Island students reported |
| HISPANIC | Hispanic students reported |
| BLACK | Black, not Hispanic, students reported |
| WHITE | White, not Hispanic, students reported |
| | |
| | Schools with: |
| SIZE1 | Enrollment <100 |
| SIZE2 | 100 <= Enrollment < 200 |
| SIZE3 | 200 <= Enrollment < 300 |
| SIZE4 | 300 <= Enrollment < 400 |
| SIZE5 | 400 <= Enrollment < 500 |
| SIZE6 | 500 <= Enrollment < 600 |
| SIZE7 | 600 <= Enrollment < 700 |
| SIZE8 | 700 <= Enrollment < 800 |
| SIZE9 | 800 <= Enrollment < 1000 |
| SIZE10 | 1000 <= Enrollment <1500 |
| SIZE11 | Enrollment >= 1500 |
| SIZE12 | Enrollment not reported |
| | |
| | Students in schools reporting: |
| ENROLL1 | < 100 students |
| ENROLL2 | 100 <= students <200 |
| ENROLL3 | 200 <= students <300 |
| ENROLL4 | 300 <= students <400 |
| ENROLL5 | 400 <= students <500 |
| ENROLL6 | 500 <= students <600 |
| ENROLL7 | 600 <= students <700 |
| ENROLL8 | 700 <= students <800 |
| ENROLL9 | 800 <= students <1000 |
| ENROLL10 | 1000<= students <1500 |
| ENROLL11 | >= 1500 students |
| | |
| | Number of schools by type: |
| TYPE1 | Regular schools |
| TYPE2 | Special education schools |
| TYPE3 | Vocational schools |
| TYPE4 | Other/alternative schools |
| | |
| | Students reported in: |
| TYPNRO1 | Regular Schools |
| TYPNRO2 | Special Education Schools |
| TYPNRO3 | Vocational Schools |
| TYPNRO4 | Other/Alternative Schools |
| | |
| | Schools in: |
| LOCAL1 | Large Central City |
| LOCAL2 | Mid-Size Central City |
| LOCAL3 | Urban Fringe of Large City |
| LOCAL4 | Urban Fringe of Mid-Sized City |
| LOCAL5 | Large Town |
| LOCAL6 | Small Town |
| LOCAL7 | Rural Territory |
| | |
| | Students reported in: |
| LOCNRO1 | Large Central City Schools |
| LOCNRO2 | Mid-Size Central City Schools |
| LOCNRO3 | Schools in Fringe of Large City |
| LOCNRO4 | Schools in Fringe of Medium City |
| LOCNRO5 | Schools in Large Towns |
| LOCNRO6 | Schools in Small Towns |
| LOCNRO7 | Schools in Rural Territory |
| | |
| | Teachers reported in |
| LOCFTE1 | Large Central City Schools |
| LOCFTE2 | Mid-Size Central City Schools |
| LOCFTE3 | Schools in Fringe of Large City |
| LOCFTE4 | Schools in Fringe of Medium City |
| LOCFTE5 | Schools in Large Town |
| LOCFTE6 | Schools in Small Town |
| LOCFTE7 | Schools in Rural Territory |
| | |
| | Schools with: |
| LNCH1 | Free Lunch Eligible <5 percent |
| LNCH2 | 5 <= percent Free Lunch Eligible <10 |



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| | |
|---|---|
| LNCH3 | 10 <= percent Free Lunch Eligible <15 |
| LNCH4 | 15 <= percent Free Lunch Eligible <20 |
| LNCH5 | 20 <= percent Free Lunch Eligible <25 |
| LNCH6 | 25 <= percent Free Lunch Eligible <40 |
| LNCH7 | Free Lunch Eligible >= 40 percent |
| LNCH8 | Free Lunch Eligible > Students |
| LNCH9 | Free Lunch or Students missing |
| | Students reported in schools with: |
| LNCHNRO1 | Free Lunch <5 percent |
| LNCHNRO2 | 5 <= percent Free Lunch<10 |
| LNCHNRO3 | 10 <= percent Free Lunch <15 |
| LNCHNRO4 | 15 <= percent Free Lunch <20 |
| LNCHNRO5 | 20 <= percent Free Lunch <25 |
| LNCHNRO6 | 25 <= percent Free Lunch <40 |
| LNCHNRO7 | Free Lunch >= 40 percent |
| LNCHNRO8 | Free Lunch Eligible greater than the number of Students |
| LNCHNRO9 | Free Lunch missing |
| | Teachers reported in schools with |
| LNCHFTE1 | Free Lunch <5 percent |
| LNCHFTE2 | 5 <= percent Free Lunch<10 |
| LNCHFTE3 | 10 <= percent Free Lunch<15 |
| LNCHFTE4 | 15 <= percent Free Lunch<20 |
| LNCHFTE5 | 20 <= percent Free Lunch<25 |
| LNCHFTE6 | 25 <= percent Free Lunch<40 |
| LNCHFTE7 | Free Lunch >= 40 percent |
| LNCHFTE8 | Free Lunch > Students |
| LNCHFTE9 | Free Lunch or Students mssng |
| RACE | Students whose Race/Ethnicity is reported |
| | Schools reporting: |
| PCTBLK1 | <5 percent Black |
| PCTBLK2 | 5 <= percent Black < 10 |
| PCTBLK3 | 10 <= percent Black < 20 |
| PCTBLK4 | 20 <= percent Black < 35 |
| PCTBLK5 | 35 <= percent Black < 65 |
| PCTBLK6 | 65 <= percent Black < 80 |
| PCTBLK7 | 80 <= percent Black < 90 |
| PCTBLK8 | 90 <= percent Black < 95 |
| PCTBLK9 | percent Black >= 95 |
| PCTBLK10 | percent Black missing |
| | Students reported in schools with: |
| PBNRO1 | <5 percent Black |
| PBNRO2 | 5 <= percent Black < 10 |
| PBNRO3 | 10 <= percent Black < 20 |
| PBNRO4 | 20 <= percent Black < 35 |
| PBNRO5 | 35 <= percent Black < 65 |
| PBNRO6 | 65 <= percent Black < 80 |
| PBNRO7 | 80 <= percent Black < 90 |
| PBNRO8 | 90 <= percent Black < 95 |
| PBNRO9 | percent Black >= 95 |
| PBNRO10 | percent Black missing |
| | Teachers reported in schools with: |
| PBFTE1 | <5 percent Black |
| PBFTE2 | 5 <= percent Black < 10 |
| PBFTE3 | 10 <= percent Black < 20 |
| PBFTE4 | 20 <= percent Black < 35 |
| PBFTE5 | 35 <= percent Black < 65 |
| PBFTE6 | 65 <= percent Black < 80 |
| PBFTE7 | 80 <= percent Black < 90 |
| PBFTE8 | 90 <= percent Black < 95 |
| PBFTE9 | percent Black >= 95 |
| PBFTE10 | percent Black missing |
| | Schools reporting: |
| PCTWYT1 | <5 percent White |
| PCTWYT2 | 5 <= percent White < 10 |
| PCTWYT3 | 10 <= percent White < 20 |
| PCTWYT4 | 20 <= percent White < 35 |
| PCTWYT5 | 35 <= percent White < 65 |
| PCTWYT6 | 65 <= percent White < 80 |
| PCTWYT7 | 80 <= percent White < 90 |
| PCTWYT8 | 90 <= percent White < 95 |
| PCTWYT9 | percent White >= 95 |
| PCTWYT10 | percent White not reported |
| | Students reported in schools with: |
| PWNRO1 | <5 percent White |
| PWNRO2 | 5 <= percent White < 10 |
| PWNRO3 | 10 <= percent White < 20 |
| PWNRO4 | 20 <= percent White < 35 |
| PWNRO5 | 35 <= percent White < 65 |
| PWNRO6 | 65 <= percent White < 80 |
| PWNRO7 | 80 <= percent White < 90 |
| PWNRO8 | 90 <= percent White < 95 |
| PWNRO9 | percent White >= 95 |
| PWNRO10 | percent White missing |

| | |
|---|---|
| | Teachers reported in schools with: |
| PWFTE1 | <5 percent White |
| PWFTE2 | 5 <= percent White < 10 |
| PWFTE3 | 10 <= percent White < 20 |
| PWFTE4 | 20 <= percent White < 35 |
| PWFTE5 | 35 <= percent White < 65 |
| PWFTE6 | 65 <= percent White < 80 |
| PWFTE7 | 80 <= percent White < 90 |
| PWFTE8 | 90 <= percent White < 95 |
| PWFTE9 | percent White >=95 |
| PWFTE10 | percent White missing |
| | Schools reporting: |
| PCTHSP1 | <5 percent Hispanic |
| PCTHSP2 | 5 <= percent Hispanic < 10 |
| PCTHSP3 | 10 <= percent Hispanic < 15 |
| PCTHSP4 | 15 <= percent Hispanic < 25 |
| PCTHSP5 | 25 <= percent Hispanic < 75 |
| PCTHSP6 | 75 <= percent Hispanic < 90 |
| PCTHSP7 | percent Hispanic >=90 |
| PCTHSP8 | percent Hispanic not reported |
| | Students reported in schools with: |
| PHNRO1 | <5 percent Hispanic |
| PHNRO2 | 5<= percent Hispanic <10 |
| PHNRO3 | 10<= percent Hispanic <15 |
| PHNRO4 | 15<= percent Hispanic <25 |
| PHNRO5 | 25<= percent Hispanic <75 |
| PHNRO6 | 75<= percent Hispanic <90 |
| PHNRO7 | Hispanic >=90 percent |
| PHNRO8 | percent Hispanic missing |
| | Teachers reported in schools with: |
| PHFTE1 | <5 percent Hispanic |
| PHFTE2 | 5<= percent Hispanic <10 |
| PHFTE3 | 10<= percent Hispanic <15 |
| PHFTE4 | 15<= percent Hispanic <25 |
| PHFTE5 | 25<= percent Hispanic <75 |
| PHFTE6 | 75<= percent Hispanic <90 |
| PHFTE7 | Hispanic >= 90 percent |
| PHFTE8 | percent Hispanic missing |
| | Schools reporting: |
| PCTIND1 | <5 percent Native American |
| PCTIND2 | 5<= percent Native American <10 |
| PCTIND3 | 10<= percent Native American <15 |
| PCTIND4 | 15<= percent Native American <25 |
| PCTIND5 | 25<= percent Native American <75 |
| PCTIND6 | 75<= percent Native American <90 |
| PCTIND7 | Native American >= 90 percent |
| PCTIND8 | percent Native American missing |
| | Students reported in schools with: |
| PINRO1 | <5 percent Native American |
| PINRO2 | 5<= percent Native American <10 |
| PINRO3 | 10<= percent Native American <15 |
| PINRO4 | 15<= percent Native American <25 |
| PINRO5 | 25<= percent Native American <75 |
| PINRO6 | 75<= percent Native American <90 |
| PINRO7 | Native American >= 90 percent |
| PINRO8 | percent Native American missing |
| | Teachers reported in schools with: |
| PIFTE1 | <5 percent Native American |
| PIFTE2 | 5<= percent Native American <10 |
| PIFTE3 | 10<= percent Native American <15 |
| PIFTE4 | 15<= percent Native American <25 |
| PIFTE5 | 25<= percent Native American <75 |
| PIFTE6 | 75<= percent Native American <90 |
| PIFTE7 | Native American >= 90 percent |
| PIFTE8 | percent Native American missing |
| | Schools reporting: |
| PCTAPI1 | <5 percent Asian/Pacific Islander |
| PCTAPI2 | 5<= percent Asian/Pacific Islander <10 |
| PCTAPI3 | 10<= percent Asian/Pacific Islander <15 |
| PCTAPI4 | 15<= percent Asian/Pacific Islander <25 |
| PCTAPI5 | 25<= percent Asian/Pacific Islander <75 |
| PCTAPI6 | 75<= percent Asian/Pacific Islander <90 |
| PCTAPI7 | Asian/Pacific Islander>= 90 percent |
| PCTAPI8 | with percent Asian/Pacific Islander missing |
| | Students reported in schools with: |
| PAPNRO1 | <5 percent Asian/Pacific Islander |
| PAPNRO2 | 5 <= percent Asian/Pacific Islander < 10 |
| PAPNRO3 | 10 <= percent Asian/Pacific Islander < 15 |
| PAPNRO4 | 15 <= percent Asian/Pacific Islander < 25 |
| PAPNRO5 | 25 <= percent Asian/Pacific Islander < 75 |
| PAPNRO6 | 75 <= percent Asian/Pacific Islander < 90 |
| PAPNRO7 | Asian/Pacific Islander >= 90 percent |

| | |
|---|---|
| PAPNRO8 | percent Asian/Pacific Islander missing |
| | Teachers reported in schools with: |
| PAPFTE1 | <5 percent Asian/Pacific Islander |
| PAPFTE2 | 5 <= percent Asian/Pacific Islander < 10 |
| PAPFTE3 | 10 <= percent Asian/Pacific Islander < 15 |
| PAPFTE4 | 15 <= percent Asian/Pacific Islander < 25 |
| PAPFTE5 | 25 <= percent Asian/Pacific Islander < 75 |
| PAPFTE6 | 75 <= percent Asian/Pacific Islander < 90 |
| PAPFTE7 | Asian/Pacific Islander />= 90 percent |
| PAPFTE8 | percent Asian/Pacific Islander missing |

## 5.3. Census of Governments, Survey of School District Finances Database

This database is available on each CD-ROM. It is located in the file named F33.DBF which is located in the root directory of the CD-ROM. This file contains the data items listed below for each school district and state. The relationship between data provided in this file and data provided in the financial profiles is shown in subsequent pages.

| | |
|---|---|
| ID | Census Code |
| NAME | Area Name |
| STFIPS | State FIPS (Federal Information Processing Standards) Code |
| CTY | County FIPS Code |
| R | Not used |
| C | Not used |
| Y | Not used |
| S | Not used |
| D | Not used |
| ST | State FIPS |
| DIST | District Code |
| W | Not used |
| F | Not used |
| F1 | Local-Property Taxes |
| F2 | Local-Parent Government |
| F3 | Local-General Sales |
| F4 | Local-Net Income Taxes |
| F5 | Local-All Other Taxes |
| F6 | Local-School Lunch Charges |
| F7 | Local-Tuition & Transportation Charges |
| F8 | Local-All Other Charges |
| F9 | Local-Interest Earnings |
| F10 | Local-Miscellaneous Revenue |
| F11 | Revenue Direct from Federal Government |
| F12 | Federal Revenue on Behalf of School System |
| F13 | Revenue Direct from State Government |
| F14 | Federal Aid Thru State-School Lunch |
| F15 | Federal Aid Thru State-All Other |
| F16 | State Revenue on Behalf of School System |
| F17 | Local Intergovernmental Revenue-Interschool Transfers |
| F18 | Local Intergovernmental Revenue-from Cities/Counties |
| F19 | Instruction Expenditure |
| F20 | Support Services Expenditures Not included in F46-F50 |
| F21 | Food Services Expenditures |
| F22 | All Other Current Operations Expenditures |
| F23 | Expenditures on Behalf of School System - Instruction |
| F24 | Expenditures on Behalf of School System - Support |
| F25 | Expenditures on Behalf of School System - Other |
| F26 | Retirement Fund Transfer to Own System - Instruction |
| F27 | Interschool Transfers |
| F28 | Capital Outlay-Construction |
| F29 | Capital Outlay-New & Replacement Equipment |
| F30 | Capital Outlay-Land & Existing Structures |
| F31 | Intergovernmental Expenditures - Payments to State |
| F32 | Intergovernmental Expenditures - Payments to Local |
| F33 | Interest on Debt |
| F34 | Total Salaries for Elementary-Secondary Schools |
| F35 | Salaries-Instruction Only |
| F36 | Long-term Debt-Outstanding at Beginning of Year |
| F37 | Long-term Debt-Issued |
| F38 | Long-term Debt-Retired |
| F39 | Long-term Debt-Outstanding at End of Year |
| F40 | Short-term Debt Outstanding at Beginning of Year |
| F41 | Short-tern Debt Outstanding at End of Year |
| F42 | Sinking Fund-Total Assets |
| F43 | Bond Fund-Total Assets |
| F44 | Other Funds-Total Assets |
| F45 | Fall Membership |
| F46 | Support Services Expenditures - Pupils |
| F47 | Support Services Expenditures - Instruction Staff |
| F48 | Support Services Expenditures - General Administration |
| F49 | Support Services Expenditures - School Administration |
| F50 | Support Services Expenditures - All Other |
| F51 | School Retirement Fund Transfers-Support Services |
| F52 | Census Ratio of State Revenue to NCES Local Revenue |
| F53 | Public Utility Taxes |

The school district finance data are derived from the 1989-90 Census of Governments, Survey of School District Finances. This statistical program is operated by the U.S. Bureau of the Census providing data similar to those shown above on an annual basis.

Data provided in this file are collected by the Census Bureau directly from individual states. For additional information regarding data in this file contact:

Mr. Larry McDonald
Government Division
U.S. Bureau of the Census
Washington, DC 20233

(301) 763-2898

While these data are derived from a survey-oriented statistical program, this program includes most public school districts for the 1989-90 school year. Data presented in the SDDB from this data source includes only those districts with codes matching those found in the Census Mapping Project (CMP) files. As a result, there are data records for school districts which are provided in the F-33 master file that are not included in the SDDB version of this file. Likewise, there are CMP districts for which no F-33 data record exists.

The Census Mapping Project includes only elementary, intermediate, secondary and unified school districts (systems). The F-33 program includes these types of school systems plus college-grade school, vocational or special education, non-operating and educational service agency systems.

Users who need to have all F-33 data records for the U.S. should contact The MESA Group or the Census Bureau to acquire the unedited F-33 source file.

Items shown in the detailed financial profile are defined below in terms of the F33.DBF financial database item names. Item names shown to the right of the profile stubs are summed to derive the value for the item displayed with the stub. For example, local intergovernmental revenue is the sum of items F17 and F18.

| | |
|---|---|
| TOTAL REVENUE BY SOURCE (000's) | $F1 F3 F4 F53 F2 F17 F18 F6 F7 F8 F9 F10 F13 F16 F14 F15 F17 |
| Total Local Revenue | F1 F3 F4 F53 F2 F17 F18 F6 F7 F8 F9 F10 |
| Taxes | F1 F3 F4 F53 |
| Property Tax | F1 |
| General Sales Tax | F3 |
| Income Tax | F4 |
| Public Utility Tax | F53 |
| Other Tax | F5 |
| Parent Government Contribution | F2 |
| Local Intergovernmental | F17 F18 |
| Interschool Transfer | F17 |
| Cities and Counties | F18 |
| Charges | F6 F7 F8 |
| School Lunch | F6 |
| Tuition & Transportation | F7 |
| Other Charges | F8 |
| Interest Earnings | F9 |
| Other | F10 |
| Total State Revenue | F13 F16 |
| Direct from State | F13 |
| State Revenue on Behalf of LEA | F16 |
| Total Federal Aid | F14 F15 F17 |
| Federal Aid Through State | F14 F15 |
| School Lunch | F14 |
| All Other | F15 |
| Direct Federal Aid | F17 |
| TOTAL EXPENDITURES (000's) | F19 F26 F23 F46 F47 F48 F49 F50 F20 F24 F51 F21 F35 F22 F29 F28 F30 F27 F31 F32 F33 |
| Current For Instructional Programs | F19 F26 F23 F46 F47 F48 F49 F50 F20 F24 F51 |
| Instruction | F19 F26 F23 |
| Direct Instruction | F19 |
| Retirement Fund Transfer to LEA | F26 |
| Expenditures on Behalf of LEA | F23 |
| Support Services | F46 F47 F48 F49 F50 F20 F24 F51 |
| Pupil Support Services | F46 |
| Instructional Staff Support Svc | F47 |
| General Admin Support Services | F48 |
| School Admin Support Services | F49 |
| Other Support Services | F50 |
| Support Services - NEC | F20 F24 F51 |
| Noninstructional Current Spending | F21 F35 F22 |
| Food Service | F21 |
| Expenditures on Behalf of the LEA | F25 |
| Other | F22 |
| Capital Outlay Expenditure | F29 F28 F30 |
| Equipment | F29 |
| Construction | F28 |
| Land and Existing Structures | F30 |
| Payments to Other LEA's & Govts | F27 F31 F32 |
| Interschool Transfer | F27 |
| Payments to State Governments | F31 |
| Payments to Local Governments | F32 |
| Interest on Debt | F33 |
| Long-Term Debt Issued | $F37 |
| Long-Term Debt Retired | F38 |
| Long-Term Debt Outstanding, End Yr | F39 |
| Short-Term Debt Outstanding, Beg Yr | F41 |
| Assets at End of Year | F42 F43 F44 |
| Sinking Fund | F42 |
| Bond Fund | F43 |
| Other | F44 |

### 5.4. 1990 Census School District Special Tabulation

The 1990 Census School District Special Tabulation contains data tabulated by the U.S. Bureau of the Census, under the sponsorship of the National Center for Education Statistics, U.S. Department of Education, from the 1990 Census basic record files.

Users may access the table/item descriptions for the 1990 Census School District Special Tabulation in two ways using the SDDB. Using the Profiles and Tables feature of SDDB, the menus may be used to examine the table descriptions.

The Census table documentation is also provided electronically in separate ASCII files on the CD-ROM. These files are named in the manner SDDB??.TXT where ?? corresponds to the 2-character abbreviation provided below. The files may be printed directly or manipulated with word processor software of choice.

These files are located in the root directory of the CD-ROM.

In summary, there are 7 type of tabulation records (and hence a documentation file for each):

| Type of Tabulation Record | Abbreviation | # |
|---|---|---|
| Characteristics of All Households | HT | 1 |
| Characteristics of All Persons | PS and PT | 2A and 2B |
| Characteristics of Households with Children | HC | 3 |
| Characteristics of Parents with Children | PR | 4 |
| Children's Households Characteristics | CH | 5 |
| Children's Parents Characteristics | CP | 6 |
| Children's Own Characteristics | CO | 7 |

Theses records are assigned abbreviations and numeric references, as shown to the right of the tabulation title, as a short-hand method of referring to a type of tabulation.

Each of these record types is discussed in more detail below. Each file is more fully documented in a DOS file provided separately on the CD-ROM. You may print the documentation file either with DOS print or using a word processor of your choice. However, it is not recommended that you print these files unless you have a specific requirement. While some programming applications might be facilitated by having a hard copy listing available, the Data Book has been designed to minimize the requirement for a hard copy reference.

Use of data compression. The census data are stored quite differently that the database structures described above. A data compression technique removes data fields having a zero value so that no space is used on the disk storage media. As a result, a special program must be used to read and interpret the records.

The format of the documentation files are identical and described via example in section 5.4.1.

### 5.4.1. Characteristics of All Households
(Record Type HT [1])

Record layout documentation is contained in the DOS file named SDDBHT.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

This record contains 981 data fields. All fields have a maximum width of nine except items 168, 169, 260, 261-269, 300, 301, 675, 721 and 722.

Example. The following example is based on the same tables used in the example used in section 2.1.2.2.3. "Select a Specific Table" for Profiles and Tables. These lines are taken directly from the file SDDBHT.TXT. For presentation purposes, 20 characters of each line have been removed so that the index number and field width will shown in this display.

In this example, there are 21 data fields described by this documentation. These data fields are referenced in two ways. First, they are described are "item numbers" within "table numbers." Total families (item 001) is the only data item (field) shown in table P004. The combination of table and item references uniquely describe all data fields in the record. However, these references do provide positional or locational reference. Thus, to determine where a particular item is located in a record, the field index, shown to right of each item descriptor, is used. As an example, total families is the first data field in the HT record. The 21st field is the number of nonfamily households with income in 1989 below poverty level.

The number to the right of the dash following the index number is the maximum field width. All data fields are numeric with a width of nine being the typical maximum.

```
Total Households, Record Type 1

Table P004    Families (1) [1]
              Universe:  Families

       001     Total                                    1- 9

Table P005    Households (1) [1]
              Universe:  Households

       001     Total                                    2- 9

Table P016    Persons in Household (7) [7]
              Universe:  Households

       001     1 person                                 3- 9
       002     2 persons                                4- 9
       003     3 persons                                5- 9
       004     4 persons                                6- 9
       005     5 persons                                7- 9
       006     6 persons                                8- 9
       007     7 or more persons                        9- 9

Table P019    Household Type (4) [4]
              Universe:  Households

              Family households:
       001      Married-couple family                  10- 9
                 Other family
       002         Male householder, no wife present   11- 9
       003         Female householder, no husband present12- 9
       004     Nonfamily households                    13- 9

Table P019B   Household Type (4) by Poverty Status in 1989
              of Householder (2) [8]
              Universe:  Households

              Family households:
                Married-couple family:
       001        Income in 1989 above poverty level   14- 9
       002        Income in 1989 below poverty level   15- 9
                 Other family:
                   Male householder, no wife present:
       003           Income in 1989 above poverty level 16- 9
       004           Income in 1989 below poverty level 17- 9
                   Female householder, no husband present:
       005           Income in 1989 above poverty level 18- 9
       006           Income in 1989 below poverty level 19- 9
              Nonfamily households:
       007      Income in 1989 above poverty level      20- 9
       008      Income in 1989 below poverty level      21- 9
```

### 5.4.2. Characteristics of All Persons
(Record Type PS and PT [2A and 2B])

Record layout documentation is contained in the DOS files named SDDBPS.TXT and SDDBPT.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

PS (Persons Supplemental) Record -- contains 2501 data fields.

All fields have a maximum width of nine except items 1062, 1063, 1064 and 1069-1078.

PT (Persons Total) Record -- contains 3187 data fields.

All fields have a maximum width of nine except 2564, 2565, 3118, 3119, 3186 and 3187 which have maximum width of 18.

### 5.4.3. Characteristics of Households with Children
(Record Type HC [3])

Record layout documentation is contained in the DOS file named SDDBHC.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

Note: The record structure and documentation for this record is identical to the first 808 cells of record type 1.

HC Record -- contains 808 data fields.

All fields have a maximum width of nine except 168, 169, 260-269, 300, 301, 675, 721 and 722 which have maximum width of 18.

### 5.4.4. Characteristics of Parents with Children
(Record Type PR [4])

Record layout documentation is contained in the DOS file named SDDBPR.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

Note: The record structure and documentation for this record is identical to record type 2B.

PR Record -- contains 3187 data fields.

All fields have a maximum width of nine except 2564, 2565, 3118, 3119, 3186 and 3187 which have maximum width of 18.

### 5.4.5. Children's Households Characteristics
(Record Type CH [5])

Record layout documentation is contained in the DOS file named SDDBCH.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CH Record -- contains 808 data fields.

All fields have a maximum width of nine except 168, 169, 260-269, 300, 301, 675, 721 and 722 which have maximum width of 18.

### 5.4.6. Children's Parents Characteristics
(Record Type CP [6])

Record layout documentation is contained in the DOS file named SDDBCP.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CP Record -- contains 2813 data fields.

All fields have a maximum width of nine except 2190, 2191, 2744, 2745, 2812, 2813 which have maximum width of 18.

### 5.4.7. Children's Own Characteristics
(Record Type CO [7])

Record layout documentation is contained in the DOS file named SDDBCO.TXT located in the root directory of the CD-ROM.

You can determine the table numbers containing the data that you want by using the Index feature (F9 key) under Profiles and Tables.

CO Record -- contains 2271 data fields.

All fields have a maximum width of nine.

## Appendix A - Installation Procedures

The installation procedure is used to set up your computer for using the School District Data Book. The installation procedure needs to be used only once.

The install program is located in the root directory of the CD-ROM and is named INSTALL.EXE. This program can be copied from the CD-ROM and run from any drive/directory. However, under normal circumstances you should not need to copy install.exe.

### 1.1. Computer Configuration and System Requirements

To install the School District Data Book (SDDB) you must have the following ready:

1 - The SDDB CD-ROM in the drive that you will use.

(Note: no checks are made to verify that the CD-ROM drive is properly connected. This step must be performed in advance of the SDDB setup.)

2 - A hard disk on your computer with sufficient space to install files required to use the SDDB.

A minimum of 30 MB hard disk space is required to use SDDB.

If your applications will involve extensive file extractions from the CD-ROM databases, your system should have 50-to-60 MB of space available at minimum.

In addition, performance of the SDDB can be substantially enhanced by moving certain CD-ROM files to hard disk. This performance enhancement requires an additional 50 MB of space.

See performance enhancement section below.

While these hard disk requirements may seem substantial, remember that the size of the CD-ROM database supported is approximately 20 gigabytes of space -- in a compressed structure.

Other computer system features.

The recommended basic computer configuration is as follows:

1 - PC operating with 386 or 486 CPU

2 - MS-DOS 3.1 or later operating system

3 - CD-ROM drive with ability to process ISO 9660
CD-ROM connected to computer with MSCDEX software

4 - Display device:
Profiles and Tables <-- most devices
Database Operations <-- most devices
Maps <-- VGA
Color suggested, not required, for all applications

5 - Printer device:
Profiles and Tables <-- most devices
Database Operations <-- most devices
Maps <-- HP Laserjet compatible
with 2.5 MB memory

HP Laserjet compatible suggested for all applications

6 - Mouse device: not used.

7 - Hard disk device:
Minimum space available: 30MB

Suggested hard disk space for typical applications: 30 MB

Suggested hard disk space for extensive use applications: 200MB

Directories used: SDDB and IMAGE3A (created by install)

### 1.2. Installation Processing

The install procedure requests the following information:

1 - The CD-ROM drive letter referencing the drive that you will use.

(Note: a check is made immediately to verify that the installation CD-ROM exists and that the necessary files can be read.)

2 - The hard disk drive letter referencing the drive where you want SDDB hard disk files to be located.

### 1.3. SDDB Configuration File

The file named sddb.cfg controls certain default features for operation of the system. When initially set up, assuming the hard disk is d: and the CD-ROM drive is e:, the sddb.cfg appears as follows (line numbers do not appear in the file):

```
 1. on            <-- not presently used
 2. 01            <-- not presently used
 3. e:\           <-- path for optional CD-ROM databases
 4. X             <-- not presently used
 5. newfile.dat   <-- default primary name for certain extract files
 6. sddb.dbf      <-- path\filename for Census online dictionary
 7. ccdctla.dbf   <-- not presently used
 8. e:\us.dat     <-- active Census master file path\name
 9. usctl.dbf     <-- active Census master index file path\name
10. newfile.dbf   <-- not presently used
11. newfile.ndx   <-- not presently used
12. dbgeo1.txt    <-- not presently used
13. P101.txt      <-- not presently used
14. f33.rpt       <-- not presently used
15. bnd           <-- not presently used
16. ovr           <-- not presently used
17. vga           <-- not presently used
18. hplaser       <-- not presently used
```

### 1.4. Performance Enhancement

Processing speed of the system can be improved by moving several files from the CD-ROM default location to hard disk. If you have the additional 50 MB required to implement this suggested procedure, follow these steps:

1 - While in the SDDB hard disk directory, e.g., D:\SDDB, issue the DOS commands:

```
d:\sddb\>copy e:\top100.dbf <enter>
d:\sddb\>copy e:\ccdext?.dbf <enter>
d:\sddb\>copy e:\f33.dbf <enter>
```

where E: is the CD-ROM drive containing the SDDB CD-ROM.

2 - change line 3 of the sddb.cfg file to read:

```
D:\SDDB\
```



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## Appendix B. Codes and Reference Lists

1. State FIPS Codes

00 United States
01 ALABAMA
02 ALASKA
04 ARIZONA
05 ARKANSAS
06 CALIFORNIA
08 COLORADO
09 CONNECTICUT
10 DELAWARE
11 DISTRICT OF COLUMBIA
12 FLORIDA
13 GEORGIA
15 HAWAII
16 IDAHO
17 ILLINOIS
18 INDIANA
19 IOWA
20 KANSAS
21 KENTUCKY
22 LOUISIANA
23 MAINE
24 MARYLAND
25 MASSACHUSETTS
26 MICHIGAN
27 MINNESOTA
28 MISSISSIPPI
29 MISSOURI
30 MONTANA
31 NEBRASKA
32 NEVADA
33 NEW HAMPSHIRE
34 NEW JERSEY
35 NEW MEXICO
36 NEW YORK
37 NORTH CAROLINA
38 NORTH DAKOTA
39 OHIO
40 OKLAHOMA
41 OREGON
42 PENNSYLVANIA
44 RHODE ISLAND
45 SOUTH CAROLINA
46 SOUTH DAKOTA
47 TENNESSEE
48 TEXAS
49 UTAH
50 VERMONT
51 VIRGINIA
53 WASHINGTON
54 WEST VIRGINIA
55 WISCONSIN
56 WYOMING

## Appendix C. Sample Profiles

The profiles presented in this section depict the Bloomington, IL PSD in comparison with the Normal, IL PSD in comparison with the State of Illinois. These PSDs are a part of the Bloomington-Normal, IL MSA. These districts are used in this presentation as they relate to other SDDB demonstration examples. Note that much of the administrative data is shown as zero in profiles 105 and 106. This is because no data were reported by the state for these subject matter items (students, teachers and schools classified by percentage distributions for race and ethnic categories). Existence of these data varies by state and is determined by simply whether or not the data are reported in a particular state to the National Center for Education Statistics.

**** School District Data Book ****
General Characteristics Profile-Summary (001)

Primary Area.....BLOOMINGTON SCH DIST 87 State ID: 17-064-0870-25
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST State ID: 17-064-0050-26
Comparison Area 2..ILLINOIS

| | | Primary Area | Area 1 | Area 2 |
|---|---|---|---|---|
| State-County-District Codes | | 17-000-06480 | 17-28620 | 17-00000 |
| Metropolitan Area (MSA) Code | | 00-1040 | 00-1040 | 00-0000 |
| County Code (Some Districts) | | 113 | 000 | 000 |
| Zip Code (Some Districts) | | 61702 | 61761 | 00000 |
| Grade Range (Districts) | | PK-12 | PK-12 | 00-00 |
| Total Persons | | 42,653 | 59,108 | 11,430,602 |
| Percent Urban | | 99.96 | 87.11 | 84.59 |
| Percent White | | 89.79 | 92.97 | 74.98 |
| Percent Black | | 6.73 | 4.28 | 14.66 |
| Percent Asian/Pacific Islander | | 1.62 | 1.78 | 2.43 |
| Percent Hispanic | | 1.58 | 0.87 | 7.69 |
| Percent in Poverty | | 10.10 | 13.49 | 11.61 |
| Total Housing Units | | 18,965 | 19,711 | 4,506,275 |
| Median Housing Value | $ | 59,977 | 77,016 | 80,114 |
| Median Household Income | $ | 27,876 | 33,524 | 32,252 |
| Per Capita Income in 1989 | $ | 15,321 | 13,413 | 15,201 |
| Total Children | | 8,252 | 10,658 | 2,546,937 |
| Enrolled | | 6,807 | 9,064 | 2,122,486 |
| Percent Public of Those Enrolled | | 84.08 | 88.14 | 83.44 |
| Percent Private of Those Enrolled | | 15.92 | 11.86 | 16.56 |
| Percent Urban | | 100.00 | 81.89 | 83.34 |
| Percent White | | 83.99 | 91.79 | 67.05 |
| Percent Black | | 11.46 | 5.11 | 18.85 |
| Percent Asian and Pacific Islander | | 1.43 | 1.97 | 2.70 |
| Percent Hispanic | | 2.71 | 1.08 | 11.09 |
| Percent in Poverty | | 14.54 | 7.09 | 16.66 |
| Students per Teacher | | 17 | 19 | 17 |
| Total Revenue per Student | $ | 4,445 | 3,964 | 4,855 |
| Federal Revenue per Student | $ | 191 | 87 | 259 |
| Total Expenditure per Student | $ | 6,097 | 3,436 | 4,882 |

**** School District Data Book ****
General Characteristics Profile-Detailed (002)

Primary Area.....BLOOMINGTON SCH DIST 87 State ID: 17-064-0870-25
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST State ID: 17-064-0050-26
Comparison Area 2..ILLINOIS

| | Primary Area | Area 1 | Area 2 |
|---|---|---|---|
| State-County-District Codes | 17-000-06480 | 17-28630 | 17-00000 |
| Metropolitan Area (MSA) Code | 00-1040 | 00-1040 | 00-0000 |
| County Code (Some Districts) | 113 | 000 | 000 |
| Zip Code (Some Districts) | 61703 | 61761 | 00000 |
| Grade Range (Districts) | PK-12 | PK-12 | 00-00 |
| Total Persons | 42,653 | 59,108 | 11,430,602 |
| Male | 19,709 | 28,324 | 5,547,079 |
| Female | 22,944 | 30,784 | 5,883,523 |
| Total Persons - 100-Percent Count | 42,553 | 59,364 | 11,430,602 |
| Unweighted Sample Count | 5,969 | 8,573 | 1,747,776 |
| Persons by Type of Household | | | |
| Persons in Households | 40,423 | 50,360 | 11,145,365 |
| Persons in Non-household Settings | 2,230 | 8,748 | 285,237 |
| Persons by Urban/Rural Status | | | |
| Urban - Inside Urbanized Areas | 42,637 | 51,491 | 8,479,409 |
| Urban - Outside Urbanized Areas | 0 | 0 | 1,189,667 |
| Rural - Farm | 0 | 652 | 207,016 |
| Rural - Nonfarm | 16 | 6,965 | 1,554,510 |
| Persons by Race/Ethnic Origin | | | |
| NonHispanic | | | |
| White | 38,296 | 54,955 | 8,570,743 |
| Black | 2,872 | 2,527 | 1,675,161 |
| American Indian, Eskimo, Aleut | 86 | 43 | 21,185 |
| Asian and Pacific Islander | 692 | 1,053 | 277,412 |
| Other Races | 34 | 13 | 7,419 |
| Hispanic | 673 | 517 | 878,682 |
| Labor Force Status | | | |
| (Persons 16 Years & Over) | | | |
| In Labor Force | 23,781 | 33,147 | 5,840,292 |
| Civilian Employed | 22,878 | 31,601 | 5,417,967 |
| Civilian Unemployed | 896 | 1,475 | 385,040 |
| Educational Attainment | | | |
| (Persons 20 Years & Over) | | | |
| 12th Grade or Less, No Diploma | 4,652 | 3,542 | 1,867,554 |
| High School Graduate | 9,052 | 9,523 | 2,423,772 |
| Some College, No Bachelor Degree | 8,480 | 16,117 | 2,192,865 |
| Bachelor or Higher Degree | 9,066 | 11,378 | 1,652,909 |
| Families | 10,418 | 12,367 | 2,944,521 |
| Parents Living with Children | 7,724 | 10,924 | 2,353,270 |
| Households | 18,009 | 19,005 | 4,197,720 |
| With Children 3-19 Years, NHSG | 4,642 | 6,299 | 1,400,459 |
| With Children Under 18 Years | 5,238 | 6,991 | 1,538,013 |
| With Children 5 to 17 Years | 4,018 | 5,493 | 1,223,490 |
| Total Housing Units | 18,965 | 19,711 | 4,506,275 |
| Occupied Housing Units | 17,965 | 18,877 | 4,202,240 |
| Owner Occupied | 9,740 | 12,366 | 2,699,121 |
| Renter Occupied | 8,225 | 6,611 | 1,503,119 |
| Vacant Housing Units | 1,000 | 834 | 304,035 |
| Total Housing Units-100-Pct Count | 18,866 | 19,883 | 4,506,275 |
| Unweighted Sample Count | 2,643 | 2,908 | 696,093 |
| Occupied Housing Units | | | |
| Urban - Inside Urbanized Area | 17,959 | 16,214 | 3,108,186 |
| Urban - Outside Urbanized Area | 0 | 0 | 459,490 |
| Rural - Farm | 0 | 287 | 78,078 |
| Rural - Nonfarm | 6 | 2,376 | 556,486 |
| Inside Metro | | | |
| In Central City | 17,891 | 15,445 | 1,552,845 |
| Not in Central City - Urban | 68 | 769 | 1,655,380 |
| Not in Central City - Rural | 6 | 2,663 | 237,739 |
| Outside Metro - Urban | 0 | 0 | 359,451 |
| Outside Metro - Rural | 0 | 0 | 396,825 |
| Economic Characteristics | | | |
| Median Gross Rent | 367 | 432 | 445 |
| Median Housing Value | 59,977 | 77,016 | 80,114 |
| Per Capita Income in 1989 | 15,321 | 13,413 | 15,201 |
| Median Household Income | 27,876 | 33,524 | 32,252 |
| Public Assistance Income in 1989 | | | |
| Persons with Assistance | 925 | 565 | 307,015 |
| Persons without Assistance | 17,084 | 18,440 | 3,890,705 |
| Economic Characteristics | | | |
| Poverty Status, Income in 1989 | | | |
| With Income Above Poverty Level | 36,070 | 42,254 | 9,817,125 |
| With Income Below Poverty Level | 4,307 | 7,973 | 1,336,731 |
| Dropouts, Persons 16-19 Years, Not HS Graduates and Not Enrolled in School | | | |
| In Households | 202 | 155 | 67,081 |
| In Group Quarters | 0 | 0 | 3,049 |
| At-Risk Pre-School Age Children | | | |
| Less than 6 years | 102 | 86 | 47,398 |
| 6 to 9 years of age | 33 | 2 | 21,054 |
| At Risk School Age Children | | | |
| 6 to 19 years of age | 247 | 64 | 107,790 |
| Total Children | 8,252 | 10,658 | 2,546,937 |
| (3-19 Years, Not High School Graduate) | | | |
| Male | 4,054 | 5,588 | 1,313,283 |
| Female | 4,198 | 5,070 | 1,233,654 |
| Children by Urban/Rural Status | | | |
| Urban - Inside Urbanized Area | 8,252 | 8,728 | 1,871,204 |
| Urban - Outside Urbanized Area | 0 | 0 | 251,519 |
| Rural - Farm | 0 | 144 | 42,318 |
| Rural - Nonfarm | 0 | 1,786 | 381,896 |
| Children by Race/Ethnicity | | | |
| NonHispanic | | | |
| White | 6,931 | 9,783 | 1,707,831 |
| Black | 946 | 565 | 479,996 |
| American Indian, Eskimo, Aleut | 18 | 0 | 6,627 |
| Asian and Pacific Islander | 118 | 310 | 68,665 |
| Other Races | 15 | 5 | 3,127 |
| Hispanic | 324 | 115 | 282,501 |
| Children by Age | | | |
| Age 3 Years | 618 | 736 | 165,708 |
| Age 4 Years | 618 | 687 | 170,771 |
| Age 5 Years | 635 | 824 | 170,784 |
| Age 5 to 13 Years | 5,008 | 6,647 | 1,482,838 |
| Age 14 to 17 Years | 1,653 | 2,415 | 605,235 |
| In Households | 1,653 | 2,415 | 600,596 |
| In Group Quarters | 0 | 0 | 4,639 |
| Age 18 to 19 Years | 355 | 403 | 122,395 |
| Children by Household Type | | | |
| In Family Households | | | |
| Child (natural, adopted, step) | 7,765 | 10,234 | 2,319,031 |
| Other (e.g., householder, spouse) | 359 | 366 | 197,237 |
| In Nonfamily Households | 101 | 44 | 19,436 |
| In Group Quarters | 27 | 14 | 11,233 |
| Children by Poverty Status | | | |
| Income Above Poverty Level | 6,937 | 9,765 | 2,086,324 |
| Income Below Poverty Level | 1,200 | 756 | 424,439 |
| Children Enrolled in School | 6,807 | 9,064 | 2,122,486 |
| Male | 3,439 | 4,825 | 1,090,663 |
| Female | 3,378 | 4,239 | 1,031,823 |
| By Race/Ethnicity | | | |
| NonHispanic | | | |
| White | 5,695 | 8,337 | 1,440,586 |
| Black | 782 | 486 | 397,828 |
| American Indian, Eskimo, Aleut | 13 | 0 | 3,731 |
| Asian and Pacific Islander | 113 | 163 | 59,507 |
| Other Races | 10 | 5 | 2,291 |
| Hispanic | 194 | 73 | 318,543 |
| Children Enrolled in Public School | 5,723 | 7,989 | 1,771,057 |
| Male | 2,908 | 4,165 | 912,336 |
| Female | 2,815 | 3,824 | 858,721 |
| By Race/Ethnicity | | | |
| NonHispanic | | | |
| White | 4,654 | 7,323 | 1,173,006 |
| Black | 773 | 475 | 359,569 |
| American Indian, Eskimo, Aleut | 0 | 0 | 3,330 |
| Asian and Pacific Islander | 97 | 113 | 47,726 |
| Other Races | 10 | 5 | 1,852 |
| Hispanic | 189 | 73 | 185,594 |
| Administrative (Common Core of Data) | | | |
| Students (CCD) | 5,636 | 7,092 | 1,797,355 |
| Teachers | 328 | 371 | 106,183 |
| Schools | 10 | 15 | 4,225 |
| Financial (Census of Governments) | | | |
| Total Revenue | 24,720 | 28,474 | 8,726,632 |
| Local Revenue | 19,275 | 19,918 | 5,128,985 |
| State Revenue | 4,382 | 7,932 | 3,132,940 |
| Federal Revenue | 1,063 | 624 | 464,707 |
| Total Expenditures | 33,908 | 24,680 | 8,774,369 |
| Current Expenditures | 20,746 | 20,956 | 7,379,183 |
| Instruction Expenditures | 12,547 | 12,787 | 4,491,246 |
| Support Expenditures | 1,058 | 1,017 | 384,708 |
| Students (F-33) | 5,561 | 7,183 | 1,797,355 |



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****** School District Data Book ******
**District Financial Profile (101)**

Primary Area.....BLOOMINGTON SCH DIST 87
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST
Comparison Area 2..ILLINOIS

| | | Primary Area | Area 1 | Area 2 |
|---|---|---|---|---|
| State-District Codes: | | 17-06480 | 17-28620 | 17-00000 |
| Students | | 5,561 | 7,183 | 1,797,355 |
| Total Revenue per Student | $ | 4,445 | 3,964 | 4,855 |
| Local Taxes per Student | | 2,810 | 2,445 | 2,514 |
| Parent Govt Contribution/Student | | 0 | 0 | 0 |
| State Revenue per Student | | 788 | 1,104 | 1,743 |
| Federal Revenue per Student | | 191 | 87 | 259 |
| Total Expenditure per Student | $ | 6,097 | 3,436 | 4,882 |
| Current Spending per Student | | 3,921 | 3,059 | 4,320 |
| Instructional Expenditure/Student | | 2,256 | 1,780 | 2,499 |
| Support Services Spending/Student | | 1,474 | 1,137 | 1,607 |
| TOTAL REVENUE BY SOURCE (000's) | $ | 24,720 | 28,474 | 8,726,632 |
| Percent Local | | 77.97 | 69.95 | 58.77 |
| Percent from Property Tax | | 63.21 | 61.68 | 51.77 |
| Percent Parent Government | | 0.00 | 0.00 | 0.00 |
| Percent Local Intergovernmental | | 3.13 | 0.86 | 0.06 |
| Percent Charges | | 3.57 | 3.79 | 2.35 |
| Percent State Sources | | 17.73 | 27.86 | 35.90 |
| Percent Federal Sources | | 4.30 | 2.19 | 5.33 |
| TOTAL EXPENDITURES (000's) | | 33,908 | 24,680 | 8,774,369 |
| Percent Current Instruction Program | | 61.18 | 84.91 | 84.10 |
| Percent Instruction | | 37.00 | 51.81 | 51.19 |
| Percent Support Services | | 24.18 | 33.10 | 32.91 |
| Percent Current Noninstructional | | 3.12 | 4.12 | 4.38 |
| Percent Capital Outlay | | 29.93 | 3.81 | 9.55 |

**** School District Data Book ****
District Financial Profile (102)

Primary Area.....BLOOMINGTON SCH DIST 87
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST
Comparison Area 2..ILLINOIS

| | | Primary Area | Area 1 | Area 2 |
|---|---|---|---|---|
| State-District Code: | | 17-06480 | 17-28620 | 17-00000 |
| Students | | 5,561 | 7,183 | 1,797,355 |
| Total Revenue per Student | $ | 4,445 | 3,964 | 4,855 |
| Local Taxes per Student | | 2,810 | 2,445 | 2,514 |
| Parent Govt Contribution/Student | | 0 | 0 | 0 |
| State Revenue per Student | | 788 | 1,104 | 1,743 |
| Federal Revenue per Student | | 191 | 87 | 259 |
| Total Expenditure per Student | $ | 6,097 | 3,436 | 4,882 |
| Current Spending per Student | | 3,921 | 3,059 | 4,320 |
| Instructional Expenditure/Student | | 2,256 | 1,780 | 2,499 |
| Support Services Spending/Student | | 1,474 | 1,137 | 1,607 |
| TOTAL REVENUE BY SOURCE (000's) | $ | 24,720 | 28,474 | 8,726,632 |
| Total Local Revenue | | 19,275 | 19,918 | 5,128,985 |
| Taxes | | 15,626 | 17,563 | 4,517,870 |
| Property Tax | | 15,626 | 17,563 | 4,517,870 |
| General Sales Tax | | 0 | 0 | 0 |
| Income Tax | | 0 | 0 | 0 |
| Public Utility Tax | | 0 | 0 | 0 |
| Other Tax | | 0 | 0 | 0 |
| Parent Government Contribution | | 0 | 0 | 0 |
| Local Intergovernmental | | 773 | 246 | 5,255 |
| Interschool Transfer | | 769 | 141 | N/A |
| Cities and Counties | | 4 | 105 | 5,255 |
| Charges | | 882 | 1,080 | 205,256 |
| School Lunch | | 542 | 750 | 134,320 |
| Tuition & Transportation | | 0 | 1 | 8,394 |
| Other Charges | | 340 | 329 | 62,542 |
| Interest Earnings | | 1,950 | 919 | 282,632 |
| Other | | 44 | 110 | 117,972 |
| Total State Revenue | | 4,382 | 7,932 | 3,132,940 |
| Direct from State | | 4,382 | 7,932 | 2,856,434 |
| State Revenue on Behalf of LEA | | 0 | 0 | 276,506 |
| Total Federal Aid | | 1,063 | 624 | 464,707 |
| Federal Aid Through State | | 1,063 | 624 | 416,419 |
| School Lunch | | 331 | 178 | 140,021 |
| All Other | | 732 | 446 | 276,398 |
| Direct Federal Aid | | 0 | 0 | 48,288 |

**** School District Data Book ****
District Financial Profile (102)

Primary Area.....BLOOMINGTON SCH DIST 87
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST
Comparison Area 2..ILLINOIS

| State-District Code: | Primary Area 17-06480 | Area 1 17-28620 | Area 2 17-00000 |
|---|---|---|---|
| TOTAL EXPENDITURES (000's) | 33,908 | 24,680 | 8,774,369 |
| Current For Instructional Programs | 20,746 | 20,956 | 7,379,183 |
| Instruction | 12,547 | 12,787 | 4,491,246 |
| Direct Instruction | 12,547 | 12,787 | 4,248,103 |
| Retirement Fund Transfer to LEA | 0 | 0 | 80,682 |
| Expenditures on Behalf of LEA | 0 | 0 | 162,461 |
| Support Services | 8,199 | 8,169 | 2,887,937 |
| Pupil Support Services | 910 | 379 | 345,806 |
| Instructional Staff Support Svc | 670 | 562 | 234,870 |
| General Admin Support Services | 451 | 815 | 248,713 |
| School Admin Support Services | 1,369 | 2,435 | 393,395 |
| Other Support Services | 4,799 | 3,978 | 1,494,379 |
| Support Services - NEC | 0 | 0 | 170,774 |
| Noninstructional Current Spending | 1,058 | 1,017 | 384,708 |
| Food Service | 1,047 | 1,014 | 297,301 |
| Expenditures on Behalf of the LEA | 0 | 0 | 0 |
| Other | 11 | 3 | 87,407 |
| Capital Outlay Expenditure | 10,148 | 941 | 837,908 |
| Equipment | 303 | 434 | 248,968 |
| Construction | 9,845 | 507 | 588,940 |
| Land and Existing Structures | 0 | 0 | 0 |
| Payments to Other LEA's & Govts | 681 | 1,296 | 0 |
| Interschool Transfer | 681 | 1,296 | N/A |
| Payments to State Governments | 0 | 0 | 0 |
| Payments to Local Governments | 0 | 0 | 0 |
| Interest on Debt | 1,275 | 470 | 172,570 |
| Long-Term Debt Issued $ | 5,000 | 4,380 | 511,687 |
| Long-Term Debt Retired | 400 | 150 | 322,565 |
| Long-Term Debt Outstanding, End Yr | 14,600 | 11,565 | 2,262,284 |
| Short-Term Debt Outstanding, End Yr | 0 | 0 | 102,615 |
| Assets at End of Year | 17,605 | 17,325 | 3,380,367 |
| Sinking Fund | 1,247 | 730 | 286,269 |
| Bond Fund | 5,851 | 4,813 | 488,882 |
| Other | 10,507 | 11,782 | 2,605,216 |

**** School District Data Book ****
Administrative Profile - Summary (105)

Primary Area.....BLOOMINGTON SCH DIST 87
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST
Comparison Area 2..ILLINOIS

| | Primary Area | Area 1 | Area 2 |
|---|---|---|---|
| State and District Codes . . . . . | 17-06480 | 17-28620 | 17-00000 |
| Number of Students | 5,636 | 7,092 | 1,781,084 |
| Percent Free Lunch Eligible | 0.00 | 0.00 | 0.00 |
| Percent Amer. Indian/Alaska Native | 0.02 | 0.59 | 0.13 |
| Percent Asian & Pacific Islander | 1.65 | 1.88 | 2.64 |
| Percent Hispanic | 2.79 | 0.89 | 9.40 |
| Percent Black, Not Hispanic | 15.68 | 4.36 | 21.87 |
| Percent White, Not Hispanic | 79.86 | 92.29 | 65.96 |
| in Schools by Enrollment Size | | | |
| Percent Under 100 Students | 0.00 | 0.00 | 1.14 |
| Percent 100 - 199 Students | 5.25 | 5.89 | 5.86 |
| Percent 200 - 299 Students | 0.00 | 11.17 | 9.74 |
| Percent 300 - 399 Students | 7.01 | 9.63 | 13.19 |
| Percent 400 - 499 Students | 16.09 | 0.00 | 12.81 |
| Percent 500 - 599 Students | 10.04 | 15.03 | 12.20 |
| Percent 600 - 699 Students | 22.75 | 17.65 | 8.14 |
| Percent 700 - 799 Students | 13.66 | 10.29 | 6.22 |
| Percent 800 - 999 Students | 0.00 | 11.60 | 6.90 |
| Percent 1,000 - 1,499 Students | 25.20 | 18.73 | 9.94 |
| Percent 1,500 or More Students | 0.00 | 0.00 | 13.86 |
| in Schools by Urban/Rural Category | | | |
| Percent Large Central City | 0.00 | 0.00 | 22.84 |
| Percent Mid-Size Central City | 100.00 | 91.23 | 11.56 |
| Percent Urban Fringe of Large City | 0.00 | 0.00 | 33.24 |
| Percent Urban Fringe of Midsz City | 0.00 | 0.00 | 4.40 |
| Percent Large Town | 0.00 | 0.00 | 1.37 |
| Percent Small Town | 0.00 | 0.00 | 15.06 |
| Percent Rural Territory | 0.00 | 8.77 | 11.53 |
| in Schools by Type of School | | | |
| Percent Regular Schools | 97.82 | 100.00 | 98.61 |
| Percent Special Education Schools | 2.18 | 0.00 | 0.50 |
| Percent Vocational Schools | 0.00 | 0.00 | 0.68 |
| Number of Schools | 10 | 15 | 4,067 |
| Percent Regular | 90.00 | 100.00 | 96.26 |
| Percent Special Education | 10.00 | 0.00 | 2.46 |
| Percent Vocational | 0.00 | 0.00 | 0.34 |
| by Urban/Rural Category | | | |
| Percent Large Central City | 0.00 | 0.00 | 14.93 |
| Percent Mid-Size Central City | 100.00 | 80.00 | 9.74 |
| Percent Urban Fringe of Large City | 0.00 | 0.00 | 27.91 |
| Percent Urban Fringe of Midsz City | 0.00 | 0.00 | 4.50 |
| Percent Large Town | 0.00 | 0.00 | 1.20 |
| Percent Small Town | 0.00 | 0.00 | 17.51 |
| Percent Rural Territory | 0.00 | 20.00 | 24.22 |
| Number of Teachers | 328 | 370 | 100,758 |
| in Schools by Urban/Rural Category | | | |
| Percent Large Central City | 0.00 | 0.00 | 21.94 |
| Percent Mid-Size Central City | 100.00 | 92.16 | 11.32 |
| Percent Urban Fringe of Large City | 0.00 | 0.00 | 33.86 |
| Percent Urban Fringe of Midsz City | 0.00 | 0.00 | 4.37 |
| Percent Large Town | 0.00 | 0.00 | 1.25 |
| Percent Small Town | 0.00 | 0.00 | 14.72 |
| Percent Rural Territory | 0.00 | 7.84 | 12.51 |



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**** School District Data Book ****
Administrative Profile - Detailed (106)

Primary Area.....BLOOMINGTON SCH DIST 87
Comparison Area 1..NORMAL COMMUNITY UNIT SCH DIST
Comparison Area 2..ILLINOIS

| State and District Codes | Primary Area 17-06480 | Area 1 17-28620 | Area 2 17-00000 |
|---|---|---|---|
| Total Population (100%) of District | 41,987 | 87,649 | 11,430,602 |
| Area of District (Square kilometers) | 38 | 498 | 150,007 |
| Number of Schools in CCD Schools Fil | 10 | 15 | 4,067 |
| Teachers (Full-Time Equivalency: FTE | 328 | 370 | 100,758 |
| Students Reported in Schools | | | |
| Total | 5,636 | 7,092 | 1,781,084 |
| Total - Free Lunch Eligible | 0 | 0 | 0 |
| American Indian & Alaska Native | 1 | 42 | 2,243 |
| Asian & Pacific Islander | 93 | 133 | 66,997 |
| Hispanic | 157 | 63 | 167,451 |
| Black, not Hispanic | 884 | 309 | 389,550 |
| White, not Hispanic | 4,501 | 6,545 | 1,174,843 |
| Number of Schools by Enrollment Size | | | |
| Less than 100 | 0 | 0 | 314 |
| 100 - 199 | 2 | 3 | 685 |
| 200 - 299 | 0 | 3 | 688 |
| 300 - 399 | 1 | 2 | 675 |
| 400 - 499 | 2 | 0 | 510 |
| 500 - 599 | 1 | 2 | 398 |
| 600 - 699 | 2 | 2 | 224 |
| 700 - 799 | 1 | 1 | 148 |
| 800 - 999 | 0 | 1 | 139 |
| 1,000 - 1,499 | 1 | 1 | 146 |
| 1,500 or More | 0 | 0 | 126 |
| Enrollment not reported | 0 | 0 | 14 |
| Number of Students in Schools by Enrollment Reported Size | | | |
| Schools with less than 100 Student | 0 | 0 | 20,221 |
| Schools with 100 - 199 Students | 396 | 418 | 104,431 |
| Schools with 200 - 299 Students | 0 | 792 | 173,437 |
| Schools with 300 - 399 Students | 395 | 683 | 234,947 |
| Schools with 400 - 499 Students | 907 | 0 | 228,206 |
| Schools with 500 - 599 Students | 566 | 1,066 | 317,381 |
| Schools with 600 - 699 Students | 1,283 | 1,282 | 144,956 |
| Schools with 700 - 799 Students | 770 | 730 | 110,793 |
| Schools with 800 - 999 Students | 0 | 823 | 122,960 |
| Schools with 1000 - 1499 Students | 1,430 | 1,328 | 177,010 |
| Schools with 1500 or more Students | 0 | 0 | 346,863 |
| Number of Schools by Type | | | |
| Regular schools | 9 | 15 | 3,919 |
| Special education schools | 1 | 0 | 100 |
| Vocational schools | 0 | 0 | 14 |
| Other/alternative schools | 0 | 0 | 34 |
| Number of Students by Type of School | | | |
| Regular Schools | 5,513 | 7,092 | 1,756,263 |
| Special Ed Schools | 123 | 0 | 8,871 |
| Vocational Schools | 0 | 0 | 13,030 |
| Other/Alternative Schools | 0 | 0 | 3,930 |
| Number of Schools by Urban/Rural Category | | | |
| Large Central City | 0 | 0 | 607 |
| Mid-Size Central City | 10 | 13 | 396 |
| Urban Fringe of Large City | 0 | 0 | 1,135 |
| Urban Fringe of Mid-Sized City | 0 | 0 | 183 |
| Large Town | 0 | 0 | 49 |
| Small Town | 0 | 0 | 713 |
| Rural Territory | 0 | 3 | 984 |
| Number of Students Reported in Schoo by Urban/Rural Category | | | |
| Large Central City | 0 | 0 | 406,763 |
| Mid-Size Central City | 5,636 | 6,470 | 205,977 |
| Fringe of Large City | 0 | 0 | 593,007 |
| Fringe of Med City | 0 | 0 | 78,452 |
| Large Towns | 0 | 0 | 34,337 |
| Small Towns | 0 | 0 | 368,218 |
| Rural Territory | 0 | 622 | 305,330 |
| Number of Teachers (FTE) in Schools by Urban/Rural Category | | | |
| Large Central City | 0 | 0 | 33,103 |
| Mid-Size Central City | 328 | 341 | 11,406 |
| Fringe of Large City | 0 | 0 | 34,115 |
| Fringe of Med City | 0 | 0 | 4,408 |
| Large Town | 0 | 0 | 1,258 |
| Small Town | 0 | 0 | 14,836 |
| Rural Territory | 0 | 29 | 13,608 |
| Number of Schools by Free Lunch Eligibility | | | |
| Less than 5 percent eligible | 0 | 0 | 0 |
| 5 - 9 percent eligible | 0 | 0 | 0 |
| 10 - 14 percent eligible | 0 | 0 | 0 |
| 15 - 19 percent eligible | 0 | 0 | 0 |
| 20 - 24 percent eligible | 0 | 0 | 0 |
| 25 - 39 percent eligible | 0 | 0 | 0 |
| 40 percent or more eligible | 0 | 0 | 0 |
| With Eligible > Reported Students | 0 | 0 | 0 |
| With Free Lunch/Students missing | 10 | 15 | 4,067 |
| Number of Students in Schools by Free Lunch Eligibility | | | |
| Less than 5 percent eligible | 0 | 0 | 0 |
| 5 - 9 percent eligible | 0 | 0 | 0 |
| 10 - 14 percent eligible | 0 | 0 | 0 |
| 15 - 19 percent eligible | 0 | 0 | 0 |
| 20 - 24 percent eligible | 0 | 0 | 0 |
| 25 - 39 percent eligible | 0 | 0 | 0 |
| 40 percent or more eligible | 0 | 0 | 0 |
| With Eligible > Reported Students | 0 | 0 | 0 |
| With Free Lunch/Students missing | 5,636 | 7,092 | 1,781,084 |
| Number of Teachers (FTE) in Schools by Free Lunch Eligibility | | | |
| Less than 5 percent eligible | 0 | 0 | 0 |
| 5 - 9 percent eligible | 0 | 0 | 0 |
| 10 - 14 percent eligible | 0 | 0 | 0 |
| 15 - 19 percent eligible | 0 | 0 | 0 |
| 20 - 24 percent eligible | 0 | 0 | 0 |
| 25 - 39 percent eligible | 0 | 0 | 0 |
| 40 percent or more eligible | 0 | 0 | 0 |
| With Eligible > Reported Students | 0 | 0 | 0 |
| With Free Lunch/Students missing | 328 | 370 | 100,758 |
| Number of Students with Race/Ethnicity reported | 5,636 | 7,092 | 1,781,084 |
| Number of Schools by Percent Black | | | |
| Less than 5 percent | 1 | 9 | 2,586 |
| 5 - 9 percent | 3 | 4 | 326 |
| 10 - 19 percent | 4 | 2 | 250 |
| 20 - 34 percent | 2 | 0 | 286 |
| 35 - 64 percent | 0 | 0 | 240 |
| 65 - 79 percent | 0 | 0 | 67 |
| 80 - 89 percent | 0 | 0 | 63 |
| 90 - 94 percent | 0 | 0 | 28 |
| 95 percent or more | 0 | 0 | 327 |
| With percent Black missing | 0 | 0 | 14 |
| Number of Students in Schools by Percent Black | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 19 percent | 0 | 0 | 0 |
| 20 - 34 percent | 0 | 0 | 0 |
| 35 - 64 percent | 0 | 0 | 0 |
| 65 - 79 percent | 0 | 0 | 0 |
| 80 - 89 percent | 0 | 0 | 0 |
| 90 - 94 percent | 0 | 0 | 0 |
| 95 percent or more | 0 | 0 | 0 |
| With percent Black missing | 0 | 0 | 0 |
| Number of Teachers (FTE) in Schools by Percent Black | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 19 percent | 0 | 0 | 0 |
| 20 - 34 percent | 0 | 0 | 0 |
| 35 - 64 percent | 0 | 0 | 0 |
| 65 - 79 percent | 0 | 0 | 0 |
| 80 - 89 percent | 0 | 0 | 0 |
| 90 - 94 percent | 0 | 0 | 0 |
| 95 percent or more | 0 | 0 | 0 |
| With percent Black missing | 0 | 0 | 0 |
| Number of Schools by Percent White | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 19 percent | 0 | 0 | 0 |
| 20 - 34 percent | 0 | 0 | 0 |
| 35 - 64 percent | 0 | 0 | 0 |
| 65 - 79 percent | 0 | 0 | 0 |
| 80 - 89 percent | 0 | 0 | 0 |
| 90 - 94 percent | 0 | 0 | 0 |
| 95 percent or more | 0 | 0 | 0 |
| With percent White missing | 0 | 0 | 0 |
| Number of Students in Schools by Percent White | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 19 percent | 0 | 0 | 0 |
| 20 - 34 percent | 0 | 0 | 0 |
| 35 - 64 percent | 0 | 0 | 0 |
| 65 - 79 percent | 0 | 0 | 0 |
| 80 - 89 percent | 0 | 0 | 0 |
| 90 - 94 percent | 0 | 0 | 0 |
| 95 percent or more | 0 | 0 | 0 |
| With percent White missing | 0 | 0 | 0 |
| Number of Teachers (FTE) in Schools by Percent White | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 19 percent | 0 | 0 | 0 |
| 20 - 34 percent | 0 | 0 | 0 |
| 35 - 64 percent | 0 | 0 | 0 |
| 65 - 79 percent | 0 | 0 | 0 |
| 80 - 89 percent | 0 | 0 | 0 |
| 90 - 94 percent | 0 | 0 | 0 |
| 95 percent or more | 0 | 0 | 0 |
| With percent White missing | 0 | 0 | 0 |
| Number of Schools by Pct Hispanic | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent Hispanic missing | 0 | 0 | 0 |

| | | | |
|---|---|---|---|
| **Number of Students by Pct Hispanic** | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent Hispanic missing | 0 | 0 | 0 |
| **Number of Teachers (FTE)** | | | |
| by Percent Hispanic | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent Hispanic missing | 0 | 0 | 0 |
| **Number of Schools** | | | |
| by Percent Native American | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With pct Native American missing | 0 | 0 | 0 |
| **Number of Students** | | | |
| by Percent Native American | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With pct Native American missing | 0 | 0 | 0 |
| **Number of Teachers (FTE)** | | | |
| by Percent Native American | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With pct Native American missing | 0 | 0 | 0 |
| **Number of Schools** | | | |
| by Percent Asian/Pacific Islander | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent missing | 0 | 0 | 0 |
| **Number of Students** | | | |
| by Percent Asian/Pacific Islander | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent missing | 0 | 0 | 0 |
| **Number of Teachers (FTE)** | | | |
| by Percent Asian/Pacific Islander | | | |
| Less than 5 percent | 0 | 0 | 0 |
| 5 - 9 percent | 0 | 0 | 0 |
| 10 - 14 percent | 0 | 0 | 0 |
| 15 - 24 percent | 0 | 0 | 0 |
| 25 - 74 percent | 0 | 0 | 0 |
| 75 - 89 percent | 0 | 0 | 0 |
| 90 percent or more | 0 | 0 | 0 |
| With percent missing | 0 | 0 | 0 |



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## Appendix D. Accuracy of the Data

### 1990 Census Data

Only two of the 1990 Census subject matter items included from the 1990 Census special tabulation are "complete count" data derived from the "100-percent," "short form" questionnaire. These items are the total population and total number of housing units. All other 1990 Census data are derived from the "sample," "long form" questionnaire. As a result, almost all 1990 Census data that are included are subject to sampling errors and errors of estimation. In general, the smaller the size of the district, or area of tabulation, in terms of population and number of housing units, the larger the size of the sample related estimation error.

*Census data for smaller school districts should be used with great caution.*

Approximately 70 percent of the subject matter tables contained in the 1990 Census school district special tabulation are directly derived from the subject matter table specifications used in the 1990 Census Summary Tape File 3 released by the Census Bureau as a standard data product of the 1990 Census. As a result, much of the description regarding accuracy of the data, collection and processing procedures is the same for the special tabulation and the standard census products. To insure consistency, much of the information presented in sections A.4. and A.5. are taken directly from the 1990 Census STF3 documentation.

The data contained in the SDDB are based on the 1990 census sample. The data are estimates of the actual figures that would have been obtained from a complete count. Estimates derived from a sample are expected to be different from the 100-percent figures because they are subject to sampling and nonsampling errors. Sampling error in data arises from the selection of persons and housing units to be included in the sample. Nonsampling error affects both sample and 100-percent data, and is introduced as a result of errors that may occur during the collection and processing phases of the census. Provided below is a detailed discussion of both types of errors and a description of the estimation procedures.

The following sub-sections are available in the file named SDDBHELP.TXT located in the root directory of the CD-ROM.

1. Sample Design
2. Confidentiality
3. Errors in the Data
4. Calculation of Standard Errors
5. Estimation Procedure

### Common Core of Data

Data from the Common Core of Data (CCD) are administratively reported data. Since these data are not derived through the use of a sample survey, these data are not subject to the same type of sampling errors associated with the 1990 Census data.

However, since these data are administratively reported, the CCD data are subject to errors of administrative data collection and reporting. For additional information on accuracy of the CCD data, refer to associated printed reports from this statistical program.

### Census of Governments Financial Data

Data from the Census of Governments Survey of School District Finances (Form F-33) are administratively reported data. Since these data are not derived through the use of a sample survey, these data are not subject to the same type of sampling errors associated with the 1990 Census data.

However, since these data are administratively reported, the F-33 data are subject to errors of administrative data collection and reporting. For additional information on accuracy of the F-33 data, refer to associated printed reports from this statistical program.

## Appendix E - Census Collection and Processing

Approximately 70 percent of the subject matter tables contained in the 1990 Census school district special tabulation are directly derived from the subject matter table specifications used in the 1990 Census Summary Tape File 3 released by the Census Bureau as a standard data product of the 1990 Census. As a result, much of the description regarding accuracy of the data, collection and processing procedures is the same for the special tabulation and the standard census products. To insure consistency, much of the information presented in sections 4. and 5. are taken directly from the 1990 Census STF3 documentation.

The following sub-sections are available in the file named SDDBHELP.TXT located in the root directory of the CD-ROM.

1. Census Enumeration and Residence Rules

2. Census Data Collection Procedures

3. Census General Processing Procedures

The following section, also found in the above electronic file, is included here due to its general readership interest.

### 4. Features Unique to the School District Special Tabulation

The 1990 Census School District Special Tabulation has many features that are unique to this set of data in comparison to the standard 1990 Census data products. Many of these features are discussed in this section.

#### 4.1. File A and File D

During the early stages of developing this special tabulation different types of statistical files were planned. Of these various file types only those referred to as File A and File D were released for use.

There is no mention to File A and File D elsewhere in the School District Data Book since all 1990 Census data contained in the SDDB is from File D. File A contains a very small set of items (approximately 20 items per district) and was prepared specifically to meet requirements for usage in formula allocations of Federal aid. The data in File D were not developed to meet the formula allocation requirements but rather for purposes of general statistical analysis.

References to File A and to File D are important since:

(1) it was the File A data distributed to states for review and comment prior to finalizing these data for use in formula allocations and thus may be known to some users, and

(2) it is possible that in some districts the total population data shown in the final File A data differs from the total population shown in the final File D data.

The reason that the File A data can differ from the File D data is due to possible adjustments that were made to the File A data upon further examination by NCES. The review and revision process was closed and File A data finalized in the fall of 1993.

#### 4.2. Assigning Children to a Specific Grade

Grades were assigned to every person reported age 3-19 years on April 1, 1990. Students had to be assigned to single grades of enrollment because of the considerable variation in grade ranges of U.S. school districts.

Grade of enrollment was assumed to be the grade succeeding the highest grade completed reported on the 1990 Census. For the highest grade completed groups 1-4 and 5-8, a method for placing persons in specific grades within those ranges was developed using data collected in the Current Population Survey (CPS).

The October supplement to the CPS asks respondents for the specific single grade enrollment of each student in a household. Using the data from the age-grade distribution in the CPS, persons whose grade falls within the grade groups in the Census can be assigned to specific grades.

First, persons were "aged" in the CPS distribution half a year from October to April assuming individuals' grades remained fixed. Half the students in a given grade in October will have the same age (in years) in April, and half will be one year older.

Second, from this synthetic April age by grade of enrollment data, the single grade of enrollment distribution was estimated for the combinations of highest grade completed and age present in the Census. To reduce sampling variation, the average of CPS data for October of 1988, 1989 and 1990 (aged to April of 1989, 1990 and 1991) was used.

The complete set of grade of enrollment distributions conditional on highest grade completed and age in April is referred to as a "grade assignment rule." Because the grade distribution varies by gender, ethnicity, and race, there are grade assignment rules for each of the following groups: Hispanic males, Hispanic females, non-Hispanic black males, non-Hispanic black females, non-black non-Hispanic males, and non-black non-Hispanic females. The weighted values of each not high school graduate student in the CPS between 3 and 19 years old were used to create

these "grade assignment rules" for each group. Each student was assigned a grade using these rules and his/her highest grade completed, age, sex, and race as reported in the 1990 Census.

This method of assigning students to grades using CPS age-grade distributions was examined using data from the 1980 Census, where the question on grade enrollment included possible responses for single specific grades. Grade assignment rules for black and non-black males and females were created from October 1979 CPS data, and were then applied to the 1980 census in the same way as the grade assignment rules were applied to the 1990 census.

It is important to note that the chief reason people were assigned specific grades was to assign them to one school district. The grades on the boundaries of elementary and secondary school districts, usually 6, 7, or 8, are the most important for the purposes of school district assignment.

Assigning a person to the "wrong" grade in the "right" district has no impact on the accuracy of most tabulations. The 1980 tests showed that there is no pattern of assigning more or less people to any grade using the rule when compared to the total enrollment for each grade as reported in the Census.

**4.3. School District Grade Span and "Augmented" Grade Span**

Each school district's grade range in the 1989-1990 Common Core of Data (CCD) Public Education Agency represents the lowest and highest grades with non-zero student counts in the schools operated by the agency. Grades recognized for inclusion in the universe of elementary and secondary agencies range from prekindergarten (PK) through grade twelve (12).

Where the CCD grade ranges of the school districts that serve a block do not include every grade from first through twelfth, then those district grade ranges have been augmented. It was presumed that each school district has one grade range that is the same throughout its territory. Upon reviewing the mapped school districts with their grade ranges, the Census Bureau found a few instances where the grade range for a given district was not consistent throughout th territory. A school district's grade span was only augmented, however, when the added grades did not cause that school district's range to overlap with the reported grades from other school districts for any piece of the school district. Augmentation does not add kindergarten or pre-kindergarten to school districts that do not report those grades.

The grade range of a school district reported as "elementary" could be augmented down to first grade and up no farther than eighth grade. The grade range of a school district reported as "secondary" could be augmented up to twelfth grade and down no farther than seventh grade. The grade range of a school district reported as "consolidated" was augmented up to twelfth grade and down to first grade. There are areas mapped as being covered by elementary districts but no secondary districts. The grade ranges for these elementary districts are augmented as indicated.

**4.4. Allocating Persons Living on Split Blocks**

Forty states have at least a few instances in which a school district boundary divides a census block. Connecticut, the District of Columbia, Florida, Georgia, Louisiana, Maine, Maryland, Massachusetts, Nevada, New Jersey, Rhode Island, and West Virginia have no split blocks. Some blocks have been split into five pieces, so that five different school districts or combinations of school districts serve the residents. The Census Bureau's Geography Division worked with each state education agency to create a list of the blocks, or pieces of blocks, in each school district. For some school districts, the boundaries follow county or Minor Civil Division (MCD) lines that have already been coded in the Topologically Integrated Geographic Encoding and Reference System (TIGER). For other school districts, the states had to map the school district boundaries in order to produce the list of blocks.

The boundaries of Census blocks tend to follow physical features or political boundaries (roads, railroads, county line, etc.). Where school district boundaries split census blocks, states had the option of supplying proportions to represent the population fractions on each side of the boundary, or letting a computer determine the geographic area within the block on each side of the boundary and splitting the population using that fraction.

All of the housing units in a split block are distributed among the districts in proportion to these fractions. In addition, the sample (long form) housing unit records for the sample cases in a split block are distributed among the districts in proportion to these fractions. For further information regarding sample design, estimation, or confidentiality, please refer to the 1990 CP-5 Census report, Appendix C, Accuracy of the Data.

The sample records of a block were allocated between parts of split blocks separately for each of four types of housing units (Households containing no persons age 5-17, Households with 5-17 above poverty, Households with persons age 5-17 below poverty, and group quarters). The school districts are allocated persons sequentially, beginning with any consolidated school district(s), followed by elementary, middle, and finally secondary school district(s). The first school district is assigned households until it achieves its quota (allocated percentage), followed

by the other school districts until all persons are allocated to one district.

The table presented below illustrates this assignment when a block has been split. The first line shows the allocation fractions either supplied or calculated from the area of the block part. Subsequent lines show how people in different living situations are allocated.

| Persons in: | Total Housing Units | Housing Units Allocated to: SD #1 | SD #2 | SD #3 |
|---|---|---|---|---|
| Allocation fraction | | .50 | .30 | .20 |
| Households without 5-17 | 40 | 20 | 12 | 8 |
| Households with 5-17 above poverty | 27 | 14 | 8 | 5 |
| Households with 5-17 below poverty | 14 | 7 | 4 | 3 |
| Group Quarters | 1 | 1 | 0 | 0 |

### 4.5. Persons Not Covered by a School District

There are some blocks that are not covered by any school district. In most cases, there are no students living in these blocks. This tabulation treats these areas as pseudo school districts, with grade ranges PK-12. They are reported as "balance of county" school districts for each county in which they occur. Students who live on these blocks are assigned to these "balance of county" school districts. Thus, each school age person of each county is assigned to one and only one school district. Balance of county records have a school district identification number of "81" followed by the FIPS county code CCC (e.g. 81CCC).

### 4.6. Persons Assigned to Grade Not Served by School District on Block

There are blocks covered only by an elementary school district and not a secondary school district (or vice versa). A student who is assigned a grade not in the range served by the school district(s) present is tabulated as relevant in one of the school districts that serve the student's block, with priority going to the elementary school(s) followed by any secondary school(s). A tabulation of all the students by grade in each school district will show how many students are assigned to a grade not in the range of the school district to which they are assigned.

### 4.7. Overlapping Grade Ranges

There are some rural school districts that do not serve every grade throughout their territory. In some cases, another school district may have a school close to an isolated group of blocks; so, the students who live in those blocks may attend high school, for example, in the closer school district. Both school districts might include these blocks in the mapped boundaries and it would appear from the maps that both school districts served the high school students on those "overlapped" blocks. If there is an overlap between a consolidated and an elementary school district, the students in elementary grades are assigned to the elementary school district. If there is an overlap between an elementary and a secondary school district, the students in secondary grades are assigned to the secondary school district. Finally, if there is an overlap between a consolidated and a secondary school district, the students in secondary grades are assigned to the secondary school district.

### 4.8. The Concept of Relevancy

A person is "relevant" to a school district if he/she lives within the territory of the district and his/her assigned grade falls within the augmented grade range. Persons in the territory covered by no district are relevant to the "balance of county." Persons in the territory not covered by a school district whose grade range includes theirs are tallied as relevant in the school district with the next lower grade range. In the latter cases, it will be clear in the tabulations by specific grade that there are "relevant" students who were assigned a grade outside the grade range of the district.

Most of 1990 census school district special tabulation data are shown in two ways--characteristics by the children's age category or their grade range. In fact, school districts differ consider ably as to the grade range or levels educated within each type, to the point that some districts may not offer a particular level at all [e.g., elementary and middle levels are blended into one type for some districts, or all leveis are offered by one type [e.g., the concept of a consolidated school district offering all grades within that type]. For this reason, age categories may not be a particularly good presentation for some analysis purposes. Thus, data is also presented by the concept of grade relevancy in an effort to afford users the most flexible presentation in terms of anticipated analyses.

Grade relevancy as a concept attempts to classify the actual grade span provided within each particular school district. For example, the data for a district which offers middle schooling for grades 6 through 9 are presented with that grade span, i.e., 6-9; while another district which defines middle as 5-8, contains a data presentation with that range. These grade relevancy data within the district level(s) were determined from administrative data gathered from each school district separate from and outside of the 1990 Census. The census data were then tallied as appropriate based on response data as directed by the appropriate administrative level and grade range information.

Note the assignment to a particular grade range and thus level within a school district is based primarily on actual

response data from the 1990 census. However, where persons were of the appropriate "school age" age and there was not a census response or the category contained more than one grade, a grade was assigned to that person. Such assignment was based on a person's age and other selected demographic characteristics. For example, a six year old could be assigned to either elementary or kindergarten since a proportion of persons with this age will be in kindergarten while others are already in first grade.

**Presentation of Relevant Data**. Data for relevant children are presented by complete records in the database. For each of record types 3 through 7 (see discussion in section 5), there is a record type iteration for each the following age/grade ranges:

Total Relevant
Pre-Kindergarten
Kindergarten
Grade 1- 4
Grade 5- 8
Grade 9-12
Age 0- 2 years
Age 3- 4 years
Age 5-13 years
Age 14-17 years
Age 18-19 years
Age 3-19 years
Age 5-17 years

Each of the above record iterations is repeated for each of the following enrollment categories:

Total Enrolled & Not Enrolled
Total Enrolled (Public & Private)
Enrolled in Public School
Enrolled in Private School
Not Enrolled

## Appendix F - Data Usage Considerations

The type of information reported in this section will be updated over time. For updates, use the SDDB online information service or refer to the Dimensions newsletter.

### 1. California School Districts

School districts were not mapped under the Census Mapping Project for 21 counties in California. All districts in other states were mapped.

The California counties not mapped are listed below. The Census Mapping Project (CMP) Code is shown in the leftmost column. The districts column shows whether there are 1 or many (M) districts in this county. For counties which have only one district, the Common Core of Data (CCD) code is also shown.

| CMP Code | County Name | Districts | CCD Code |
|---|---|---|---|
| 91001 | AMADOR | 1 | 02450 |
| 91002 | BUTTE | M | |
| 91006 | EL DORADO | M | |
| 91009 | HUMBOLDT | M | |
| 91013 | KINGS | M | |
| 91017 | MADERA | M | |
| 91021 | MONTEREY | M | |
| 91022 | NAPA | M | |
| 91028 | SAN BENITO | M | |
| 91034 | SANTA BARBARA | M | |
| 91037 | SHASTA | M | |
| 91038 | SISKIYOU | M | |
| 91043 | TEHAMA | M | |
| 91044 | TRINITY | M | |
| 91049 | YOLO | M | |
| 91052 | MONO | M | |
| 91063 | DEL NORTE | 1 | 10770 |
| 91090 | MARIPOSA | 1 | 23940 |
| 91102 | PLUMAS | 1 | 31170 |
| 91111 | SAN FRANCISCO | 1 | 34410 |
| 91120 | SIERRA | 1 | 36780 |

The CMP Code was assigned by the state of California. The source of this code is the state county superintendent's list. The only district codes in the SDDB database prefixed with 91 are these 21 counties.

**Data usage implications-Census Data**. So that data for all of California would exist, and a state summary could be derived, data were tabulated for each of these counties as if the area were a district. However, it is not possible to access data for component districts of any multi-district county listed above. In those six cases where the county is coterminous with a district, the data are available for the district but the CMP Code must be used rather than the CCD Code. This means, for example, users who might normally key to the code 34410 for San Francisco need to use the code 91111.

**Data usage implications-Maps**. Codes in the 6 single district counties were not changed in the SDDB Census database because these same codes were used by Census in the development of the TIGER files. Since the TIGER files have made use of the CMP Codes, the other parts of the system must also use these codes. Thus, district-oriented map displays, say of California by district, will show pseudo districts for 15 California areas. In such cases the mapped area will show the county area (for pseudo districts) and not true district boundaries.

**Data usage implications-F33/CCD Data**. No CCD (Common Core of Data) nor F33 (Census of Governments, School District Finances) data are provided in SDDB for these 21 districts. Profiles, for examples, accessed for these areas will result in a message indicating the data are not available. In the Top 100 database, the data values from CCD and F33 are shown as missing (-1).

If your applications require the administrative or financial data, the data may be obtained by using the source data files available from NCES. District data within the counties may be aggregated, where not designated unavailable, using these files to arrive at comparable data for the county-wide geography and thus integrate it with the Census data.

## Appendix G - Glossary

**Use of this Glossary.**

This glossary corresponds in large part to the glossary developed by the Bureau of the Census for use with sample-based data published by the Census Bureau from the 1990 Census. This basic glossary has been extended to include other terminology unique to the 1990 census school district special tabulation.

Only selected items are contained in this version of the glossary. A more detailed glossary is available through the online glossary. Also, the glossary is available as both a text file (SDDBGLS.TXT) and dBASE structured file (SDDBGLS.DBF). These files are located in the hard disk SDDB directory after installation.

Since much of the data in the School District Data Book are about children, a special note is first made about use of the term "children." Data records tabulated in the 1990 Census school district tabulation for children are for children *3 to 19 years of age who are not high school graduates* as determined from the 1990 Census questionnaire.

There will be a tendency in using these data to make reference to the term "children" while actually describing the group of children age to 19 years of age and not high school graduate. Since data on all persons by age are included in the persons record, users should carefully note when the universe has been restricted (record types 6, 7 and 8) or not restricted (other record types).

The glossary is organized into 5 sections:

Population characteristics

(definitions relating to population characteristic tabulations corresponding to the 1990 Census)

Housing characteristics

(definitions relating to housing characteristic tabulations corresponding to the 1990 Census)

Geography

(definitions relating to 1990 Census geography, Census Mapping Project Concepts, Common Core of Data and School District Finances)

Administrative

(definitions relating to the Common Core of Data subject matter)

Financial

(definitions relating to the Census of Governments, School District Finances subject matter)

**Population Characteristics**

AGE

The data on age were derived from answers to questionnaire item 5, which was asked of all persons. The age classification is based on the age of the person in complete years as of April 1, 1990. The age response in question 5a was used normally to represent a person's age. However, when the age response was unacceptable or unavailable, a person's age was derived from an acceptable year-of-birth response in question 5b.

Data on age are used to determine the applicability of other questions for a person and to classify other characteristics in census tabulations. Age data are needed to interpret most social and economic characteristics used to plan and examine many programs and policies. Therefore, age is tabulated by single years of age and by many different groupings, such as 5-year age groups.

Some tabulations are shown by the age of the householder. These data were derived from the age responses for each householder. (For more information on householder, see the discussion under "Household Type and Relationship.")

Median Age--This measure divides the age distribution into two equal parts: one-half of the cases falling below the median value and one-half above the value. Generally, median age is computed on the basis of more detailed age intervals than are shown in some census publications; thus, a median based on a less detailed distribution may differ slightly from a corresponding median for the same population based on a more detailed distribution. (For more information on medians, see the discussion under "Derived Measures.")

Limitation of the Data--Counts in 1970 and 1980 for persons 100 years old and over were substantially overstated. Improvements were made in the questionnaire design, in the allocation procedures, and to the respondent instruction guide to attempt to minimize this problem for the 1990 census.

Review of detailed 1990 census information indicated that respondents tended to provide their age as of the date of completion of the questionnaire, not their age as of April 1, 1990. In addition, there may have been a tendency for respondents to round their age up if they were close to having a birthday. It is likely that approximately 10 percent of persons in most age groups are actually 1 year younger. For most single years of age, the misstatements are largely offsetting. The problem is most pronounced at age 0 because persons lost to age 1 may not have been fully offset by the inclusion of babies born after April 1, 1990, and because there may have been more rounding up to age 1 to avoid reporting age as 0 years. (Age in complete months was not collected for infants under age 1.)

The reporting of age 1 year older than age on April 1, 1990, is likely to have been greater in areas where the census data were collected later in 1990. The magnitude of this problem was much less in the three previous censuses where age was typically derived from respondent data on year of birth and quarter of birth. (For more information on the design of the age question, see the section below that discusses "Comparability.")

Comparability--Age data have been collected in every census. For the first time since 1950, the 1990 data are not available by quarter year of age. This change was made so that coded information could be obtained for both age and year of birth. In each census since 1940, the age of a person was assigned when it was not reported. In censuses before 1940, with the exception of 1880, persons of unknown age were shown as a separate category. Since 1960, assignment of unknown age has been performed by a general procedure described as "imputation." The specific procedures for imputing age have been different in each census.

ANCESTRY

The data on ancestry were derived from answers to questionnaire item 13, which was asked of a sample of persons. The question was based on self-identification; the data on ancestry represent self-classification by people according to the ancestry group(s) with which they most closely identify. Ancestry refers to a person's ethnic origin or descent, "roots," or heritage or the place of birth of the person or the person's parents or ancestors before their arrival in the United States. Some ethnic identities, such as "Egyptian" or "Polish" can be traced to geographic areas outside the United States, while other ethnicities such as "Pennsylvania Dutch" or "Cajun" evolved in the United States.

The intent of the ancestry question was not to measure the degree of attachment the respondent had to a particular ethnicity. For example, a response of "Irish" might reflect total involvement in an "Irish" community or only a memory of ancestors several generations removed from the individual.

The Census Bureau coded the responses through an automated review, edit, and coding operation. The open-ended write-in ancestry item was coded by subject-matter specialists into a numeric representation using a code list containing over 1,000 categories. The 1990 code list reflects the results of the Census Bureau's own research and consultations with many ethnic experts. Many decisions were made to determine the classification of responses. These decisions affected the grouping of the tabulated data. For example, the "Assyrian" category includes both responses of "Assyrian" and "Chaldean."

The ancestry question allowed respondents to report one or more ancestry groups. While a large number of respondents listed a single ancestry, the majority of answers included more than one ethnic entry. Generally, only the first two responses reported were coded in 1990. If a response was in terms of a dual ancestry, for example, Irish-English, the person was assigned two codes, in this case one for Irish and another for English.

However, in certain cases, multiple responses such as "French Canadian," "Scotch-Irish," "Greek Cypriote," and "Black Dutch" were assigned a single code reflecting their status as unique groups. If a person reported one of these unique groups in addition to another group, for example, "Scotch-Irish English," resulting in three terms, that person received one code for the unique group ("Scotch-Irish") and another one for the remaining group ("English"). If a person reported "English Irish French," only English and Irish were coded. Certain combinations of ancestries where the ancestry group is a part of another, such as "German- Bavarian," the responses were coded as a single ancestry using the smaller group ("Bavarian"). Also, responses such as "Polish-American" or "Italian-American" were coded and tabulated as a single entry ("Polish" or "Italian").

The Census Bureau accepted "American" as a unique ethnicity if it was given alone, with an ambiguous response, or with State names. If the respondent listed any other ethnic identity such as "Italian American," generally the "American" portion of the response was not coded. However, distinct groups such as "American Indian," "Mexican American," and "African American" were coded and identified separately because they represented groups who considered themselves different from those who reported as "Indian," "Mexican," or "African," respectively.

In all tabulations, when respondents provided an unacceptable ethnic identity (for example, an uncodeable or unintelligible response such as "multi-national," "adopted," or "I have no idea"), the answer was included in "Ancestry not reported."

The tabulations on ancestry are presented using two types of data presentations--one used total persons as the base, and the other used total responses as the base. The following are categories shown in the two data presentations:

Presentation Based on Persons:

Single Ancestries Reported--Includes all persons who reported only one ethnic group. Included in this category are persons with multiple-term responses such as "Scotch-Irish" who are assigned a single code.

Multiple Ancestries Reported--Includes all persons who reported more than one group and were assigned two ancestry codes.

Ancestry Unclassified--Includes all persons who provided a response that could not be assigned an ancestry code because they provided nonsensical entries or religious responses.

Presentations Based on Responses:

Total Ancestries Reported--Includes the total number of ancestries reported and coded. If a person reported a multiple ancestry such as "French Danish," that response was counted twice in the tabulations--once in the "French" category and again in the "Danish" category. Thus, the sum of the counts in this type of presentation is not the total population but the total of all responses.

First Ancestry Reported--Includes the first response of all persons who reported at least one codeable entry. For example, in this category, the count for "Danish" would include all those who reported only Danish and those who reported Danish first and then some other group.

Second Ancestry Reported--Includes the second response of all persons who reported a multiple ancestry. Thus, the count for "Danish" in this category includes all persons who reported Danish as the second response, regardless of the first response provided.

The Census Bureau identified hundreds of ethnic groups in the 1990 census. However, it was impossible to show information for every group in all census tabulations because of space constraints. Publications such as the 1990 CP-2, Social and Economic Characteristics and the 1990 CPH-3, Population and Housing Characteristics for Census Tracts and Block Numbering Areas reports show a limited number of groups based on the number reported and the advice received from experts. A more complete distribution of groups is presented in the 1990 Summary Tape File 4, supplementary reports, and a special subject report on ancestry. In addition, groups identified specifically in the questions on race and Hispanic origin (for example, Japanese, Laotian, Mexican, Cuban, and Spaniard), in general, are not shown separately in ancestry tabulations.

Limitation of the Data--Although some experts consider religious affiliation a component of ethnic identity, the ancestry question was not designed to collect any information concerning religion. The Bureau of the Census is prohibited from collecting information on religion. Thus, if a religion was given as an answer to the ancestry question, it was coded as an "Other" response.

Comparability--A question on ancestry was first asked in the 1980 census. Although there were no comparable data prior to the 1980 census, related information on ethnicity

was collected through questions on parental birthplace, own birthplace, and language which were included in previous censuses. Unlike other census questions, there was no imputation for nonresponse to the ancestry question.

In 1990, respondents were allowed to report more than one ancestry group; however, only the first two ancestry groups identified were coded. In 1980, the Census Bureau attempted to code a third ancestry for selected triple-ancestry responses.

New categories such as "Arab" and "West Indian" were added to the 1990 question to meet important data needs. The "West Indian" category excluded "Hispanic" groups such as "Puerto Rican" and "Cuban" that were identified primarily through the question on Hispanic origin. In 1990, the ancestry group, "American" is recognized and tabulated as a unique ethnicity. In 1980, "American" was tabulated but included under the category "Ancestry not specified."

A major improvement in the 1990 census was the use of an automated coding system for ancestry responses. The automated coding system used in the 1990 census greatly reduced the potential for error associated with a clerical review. Specialists with a thorough knowledge of the subject matter reviewed, edited, coded, and resolved inconsistent or incomplete responses.

AT-RISK PRE-SCHOOL CHILDREN

Children less than 6 years of age living with mother who is not a high school graduate, is divorced or separated, and is below the 1989 poverty level.

AT-RISK SCHOOL AGE CHILDREN

Children 6 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the 1989 poverty level.

BALANCE OF COUNTY

A territory remaining in a county outside of the territory served by public school districts located in a county.

CITIZENSHIP

The data on citizenship were derived from answers to questionnaire item 9, which was asked of a sample of persons.

Citizen--Persons who indicated that they were native-born and foreign-born persons who indicated that they have become naturalized. (For more information on native and foreign born, see the discussion under "Place of Birth.")

There are four categories of citizenship: (1) born in the United States, (2) born in Puerto Rico, Guam, the Virgin Islands of the United States, or the Commonwealth of the Northern Mariana Islands, (3) born abroad of American parents, and (4) citizen by naturalization.

Naturalized Citizen--Foreign-born persons who had completed the naturalization process at the time of the census and upon whom the rights of citizenship had been conferred.

Not a Citizen--Foreign-born persons who were not citizens, including persons who had begun but not completed the naturalization process at the time of the census.

Limitation of the Data--Evaluation studies completed after previous censuses indicated that some persons may have reported themselves as citizens although they had not yet attained the status.

Comparability--Similar questions on citizenship were asked in the censuses of 1820, 1830, 1870, 1890 through 1950, 1970, and 1980. The 1980 question was asked of a sample of the foreign-born population. In 1990, both native and foreign-born persons who received the long-form questionnaire were asked to respond to the citizenship question.

DROPOUTS

Persons 16 to 19 years of age in households who are not enrolled in school and not high school graduates.

EDUCATIONAL ATTAINMENT

Data on educational attainment were derived from answers to questionnaire item 12, which was asked of a sample of persons. Data are tabulated as attainment for persons 15 years old and over. Persons are classified according to the highest level of school completed or the highest degree received. The question included instructions to report the level of the previous grade attended or the highest degree received for persons currently enrolled in school. The question included response categories which allowed persons to report completing the 12th grade without receiving a high school diploma, and which instructed respondents to report as "high school graduate(s)"--persons who received either a high school diploma or the equivalent, for example, passed the Test of General Educational Development (G.E.D.), and did not attend college. (On the Military Census Report questionnaire, the lowest response category was "Less than 9th grade.")

Instructions included in the 1990 respondent instruction guide, which was mailed with the census questionnaire, further specified that schooling completed in foreign or

ungraded school systems should be reported as the equivalent level of schooling in the regular American system; that vocational certificates or diplomas from vocational, trade, or business schools or colleges were not to be reported unless they were college level degrees; and that honorary degrees were not to be reported. The instructions gave "medicine, dentistry, chiropractic, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, law, and theology" as examples of professional school degrees, and specifically excluded "barber school, cosmetology, or other training for a specific trade" from the professional school category. The order in which they were listed suggested that doctorate degrees were "higher" than professional school degrees, which were "higher" than master's degrees.

Persons who did not report educational attainment were assigned the attainment of a person of the same age, race or Spanish origin, and sex who resided in the same or a nearby area. Persons who filled more than one circle were edited to the highest level or degree reported.

High School Graduate or Higher--Includes persons whose highest degree was a high school diploma or its equivalent, persons who attended college or professional school, and persons who received a college, university, or professional degree. Persons who reported completing the 12th grade but not receiving a diploma are not included.

Not Enrolled, Not High School Graduate--Includes persons of compulsory school attendance age or above who were not enrolled in school and were not high school graduates; these persons may be taken to be "high school dropouts." There is no restriction on when they "dropped out" of school, and they may have never attended high school.

In prior censuses, "Median school years completed" was used as a summary measure of educational attainment. In 1990, the median can only be calculated for groups of which less than half the members have attended college. "Percent high school graduate or higher" and "Percent bachelor's degree or higher" are summary measures which can be calculated from the present data and offer quite readily interpretable measures of differences between population subgroups. To make comparisons over time, "Percent high school graduate or higher" can be calculated and "Percent bachelor's degree or higher" can be approximated with data from previous censuses.

Comparability--From 1840 to 1930, the census measured educational attainment by means of a basic literacy question. In 1940, a single question was asked on highest grade of school completed. In the censuses of 1950 through 1980, a two-part question asking highest grade of school attended and whether that grade was finished was used to construct highest grade or year of school completed. For persons who have not attended college, the response categories in the 1990 educational attainment question should produce data which are comparable to data on highest grade completed from earlier censuses.

The response categories for persons who have attended college were modified from earlier censuses because there was some ambiguity in interpreting responses in terms of the number of years of college completed. For instance, it was not clear whether "completed the fourth year of college," "completed the senior year of college," and "college graduate" were synonymous. Research conducted shortly before the census suggests that these terms were more distinct in 1990 than in earlier decades, and this change may have threatened the ability to estimate the number of "college graduates" from the number of persons reported as having completed the fourth or a higher year of college. It was even more difficult to make inferences about post-baccalaureate degrees and "Associate" degrees from highest year of college completed. Thus, comparisons of post-secondary educational attainment in this and earlier censuses should be made with great caution.

In the 1960 and subsequent censuses, persons for whom educational attainment was not reported were assigned the same attainment level as a similar person whose residence was in the same or a nearby area. In the 1940 and 1950 censuses, persons for whom educational attainment was not reported were not allocated.

EMPLOYMENT STATUS

The data on employment status were derived from answers to questionnaire items 21, 25, and 26, which were asked of a sample of persons. The series of questions on employment status was asked of all persons 15 years old and over and was designed to identify, in this sequence: (1) persons who worked at any time during the reference week; (2) persons who did not work during the reference week but who had jobs or businesses from which they were temporarily absent (excluding layoff); (3) persons on layoff; and (4) persons who did not work during the reference week, but who were looking for work during the last four weeks and were available for work during the reference week. (For more information, see the discussion under "Reference Week.")

The employment status data shown in this and other 1990 census tabulations relate to persons 16 years old and over. Some tabulations showing employment status, however, include persons 15 years old. By definition, these persons are classified as "Not in Labor Force.". In the 1940, 1950, and 1960 censuses, employment status data were presented for persons 14 years old and over. The change in the universe was made in 1970 to agree with the official measurement of the labor force as revised in January 1967 by the U.S. Department of Labor. The 1970 census was the last to show employment data for persons 14 and 15

years old.

Employed--All civilians 16 years old and over who were either (1) "at work"--those who did any work at all during the reference week as paid employees, worked in their own business or profession, worked on their own farm, or worked 15 hours or more as unpaid workers on a family farm or in a family business; or (2) were "with a job but not at work"--those who did not work during the reference week but had jobs or businesses from which they were temporarily absent due to illness, bad weather, industrial dispute, vacation, or other personal reasons. Excluded from the employed are persons whose only activity consisted of work around the house or unpaid volunteer work for religious, charitable, and similar organizations; also excluded are persons on active duty in the United States Armed Forces.

Unemployed--All civilians 16 years old and over are classified as unemployed if they (1) were neither "at work" nor "with a job but not at work" during the reference week, and (2) were looking for work during the last 4 weeks, and (3) were available to accept a job. Also included as unemployed are civilians who did not work at all during the reference week and were waiting to be called back to a job from which they had been laid off. Examples of job seeking activities are:

Registering at a public or private employment office

Meeting with prospective employers

Investigating possibilities for starting a professional practice or opening a business

Placing or answering advertisements

Writing letters of application

Being on a union or professional register

Civilian Labor Force--Consists of persons classified as employed or unemployed in accordance with the criteria described above.

Experienced Unemployed--These are unemployed persons who have worked at any time in the past.

Experienced Civilian Labor Force--Consists of the employed and the experienced unemployed.

Labor Force--All persons classified in the civilian labor force plus members of the U.S. Armed Forces (persons on active duty with the United States Army, Air Force, Navy, Marine Corps, or Coast Guard).

Not in Labor Force--All persons 16 years old and over who are not classified as members of the labor force. This category consists mainly of students, housewives, retired workers, seasonal workers enumerated in an off season who were not looking for work, institutionalized persons, and persons doing only incidental unpaid family work (less than 15 hours during the reference week).

Worker--This term appears in connection with several subjects: journey-to- work items, class of worker, weeks worked in 1989, and number of workers in family in 1989. Its meaning varies and, therefore, should be determined in each case by referring to the definition of the subject in which it appears.

Actual Hours Worked Last Week--All persons who reported working during the reference week were asked to report in questionnaire item 21b the number of hours that they worked. The statistics on hours worked pertain to the number of hours actually worked at all jobs, and do not necessarily reflect the number of hours typically or usually worked or the scheduled number of hours. The concept of "actual hours" differs from that of "usual hours" described below. The number of persons who worked only a small number of hours is probably understated since such persons sometimes consider themselves as not working. Respondents were asked to include overtime or extra hours worked, but to exclude lunch hours, sick leave, and vacation leave.

Limitation of the Data--The census may understate the number of employed persons because persons who have irregular, casual, or unstructured jobs sometimes report themselves as not working. The number of employed persons "at work" is probably overstated in the census (and conversely, the number of employed "with a job, but not at work" is understated) since some persons on vacation or sick leave erroneously reported themselves as working. This problem has no effect on the total number of employed persons. The reference week for the employment data is not the same for all persons. Since persons can change their employment status from one week to another, the lack of a uniform reference week may mean that the employment data do not reflect the reality of the employment situation of any given week. (For more information, see the discussion under "Reference Week.")

Comparability--The questionnaire items and employment status concepts for the 1990 census are essentially the same as those used in the 1980 and 1970 censuses. However, these concepts differ in many respects from those associated with the 1950 and 1960 censuses.

Since employment data from the census are obtained from respondents in households, they differ from statistics based on reports from individual business establishments, farm enterprises, and certain government programs. Persons employed at more than one job are counted only once in the census and are classified according to the job at which

they worked the greatest number of hours during the reference week. In statistics based on reports from business and farm establishments, persons who work for more than one establishment may be counted more than once. Moreover, some tabulations may exclude private household workers, unpaid family workers, and self-employed persons, but may include workers less than 16 years of age.

An additional difference in the data arises from the fact that persons who had a job but were not at work are included with the employed in the census statistics, whereas many of these persons are likely to be excluded from employment figures based on establishment payroll reports. Furthermore, the employment status data in census tabulations include persons on the basis of place of residence regardless of where they work, whereas establishment data report persons at their place of work regardless of where they live. This latter consideration is particularly significant when comparing data for workers who commute between areas.

Census data on actual hours worked during the reference week may differ from data from other sources. The census measures hours actually worked, whereas some surveys measure hours paid for by employers. Comparability of census actual hours worked data may also be affected by the nature of the reference week (see "Reference Week").

For several reasons, the unemployment figures of the Census Bureau are not comparable with published figures on unemployment compensation claims. For example, figures on unemployment compensation claims exclude persons who have exhausted their benefit rights, new workers who have not earned rights to unemployment insurance, and persons losing jobs not covered by unemployment insurance systems (including some workers in agriculture, domestic services, and religious organizations, and self-employed and unpaid family workers). In addition, the qualifications for drawing unemployment compensation differ from the definition of unemployment used by the Census Bureau. Persons working only a few hours during the week and persons with a job but not at work are sometimes eligible for unemployment compensation but are classified as "Employed" in the census. Differences in the geographical distribution of unemployment data arise because the place where claims are filed may not necessarily be the same as the place of residence of the unemployed worker.

The figures on employment status from the decennial census are generally comparable with similar data collected in the Current Population Survey. However, some difference may exist because of variations in enumeration and processing techniques.

FERTILITY

The data on fertility (also referred to as "children ever born") were derived from answers to questionnaire item 20, which was asked of a sample of women 15 years old and over regardless of marital status. Stillbirths, stepchildren, and adopted children were excluded from the number of children ever born. Ever-married women were instructed to include all children born to them before and during their most recent marriage, children no longer living, and children away from home, as well as children who were still living in the home. Never-married women were instructed to include all children born to them.

Data are most frequently presented in terms of the aggregate number of children ever born to women in the specified category and in terms of the rate per 1,000 women. For purposes of calculating the aggregate, the open-ended response category, "12 or more" is assigned a value of 13.

Limitation of the Data--Although the data are assumed to be less complete for out-of-wedlock births than for births occurring within marriage, comparisons of 1980 census data on the fertility of single women with other census sources and administrative records indicate that no significant differences were found between different data sources; that is, 1980 census data on children ever born to single women were complete with no significant understatements of childbearing.

Comparability--The wording of the question on children ever born was the same in 1990 as in 1980. In 1970, however, the question on children ever born was asked of all ever-married women but only of never-married women who received self-administered questionnaires. Therefore, rates and numbers of children ever born to single women in 1970 may be understated. Data presented for children ever born to ever-married women are comparable for the 1990 census and all previous censuses containing this question.

GRADES

CCD Agency Grade Span--The agency grade span is derived from the Common Core of Data (CCD) Public Elementary and Secondary School Universe, 1989-90. The grade span represents the lowest and highest grades with non-zero student count in the schools operated by the agency.

GROUP QUARTERS

All persons not living in households are classified by the Census Bureau as living in group quarters. Two general categories of persons in group quarters are recognized:

(1) institutionalized persons and (2) other persons in group quarters (also referred to as "noninstitutional group quar-

ters").

Institutionalized Persons--Includes persons under formally authorized, supervised care or custody in institutions at the time of enumeration. Such persons are classified as "patients or inmates" of an institution regardless of the availability of nursing or medical care, the length of stay, or the number of persons in the institution. Generally, institutionalized persons are restricted to the institutional buildings and grounds (or must have passes or escorts to leave) and thus have limited interaction with the surrounding community. Also, they are generally under the care of trained staff who have responsibility for their safekeeping and supervision.

Type of Institution--The type of institution was determined as part of census enumeration activities. For institutions which specialize in only one specific type of service, all patients or inmates were given the same classification. For institutions which had multiple types of major services (usually general hospitals and Veterans' Administration hospitals), patients were classified according to selected types of wards. For example, in psychiatric wards of hospitals, patients were classified in "mental (psychiatric) hospitals"; in hospital wards for persons with chronic diseases, patients were classified in "hospitals for the chronically ill." Each patient or inmate was classified in only one type of institution. Institutions include the following types:

Correctional Institutions--Includes prisons, Federal detention centers, military stockades and jails, police lockups, halfway houses, local jails, and other confinement facilities, including work farms.

Prisons--Where persons convicted of crimes serve their sentences. In some census products, the prisons are classified by two types of control:

(1) "Federal" (operated by the Bureau of Prisons of the Department of Justice) and (2) "State." Residents who are criminally insane were classified on the basis of where they resided at the time of enumeration: (1) in institutions (or hospital wards) operated by departments of correction or similar agencies; or

(2) in institutions operated by departments of mental health or similar agencies.

Federal Detention Centers--Operated by the Immigration and Naturalization Service (INS) and the Bureau of Prisons. These facilities include detention centers used by the Park Police; Bureau of Indian Affairs Detention Centers; INS Centers, such as the INS Federal Alien Detention Facility; INS Processing Centers; and INS Contract Detention Centers used to detain aliens under exclusion or deportation proceedings, as well as those aliens who have not been placed into proceedings, such as custodial required departures; and INS Detention Centers operated within local jails, and State and Federal prisons.

Military Stockades, Jails--Operated by military police and used to hold persons awaiting trial or convicted of violating military laws.

Local Jails and Other Confinement Facilities--Includes facilities operated by counties and cities that primarily hold persons beyond arraignment, usually for more than 48 hours. Also included in this category are work farms used to hold persons awaiting trial or serving time on relatively short sentences and jails run by private businesses under contract for local governments (but not by State governments).

Police Lockups--Temporary-holding facilities operated by county and city police that hold persons for 48 hours or less only if they have not been formally charged in court.

Halfway Houses--Operated for correctional purposes and include probation and restitution centers, prerelease centers, and community-residential centers.

Other Types of Correctional Institutions--Privately operated correctional facilities and correctional facilities specifically for alcohol/drug abuse.

Nursing Homes--Comprises a heterogeneous group of places. The majority of patients are elderly, although persons who require nursing care because of chronic physical conditions may be found in these homes regardless of their age. Included in this category are skilled-nursing facilities, intermediate-care facilities, long-term care rooms in wards or buildings on the grounds of hospitals, or long-term care rooms/nursing wings in congregate housing facilities. Also included are nursing, convalescent, and rest homes, such as soldiers', sailors', veterans', and fraternal or religious homes for the aged, with or without nursing care. In some census products, nursing homes are classified by type of ownership as "Federal," "State," "Private not-for-profit," and "Private for profit."

Mental (Psychiatric) Hospitals--Includes hospitals or wards for the criminally insane not operated by a prison, and psychiatric wards of general hospitals and veterans' hospitals. Patients receive supervised medical/nursing care from formally-trained staff. In some census products, mental hospitals are classified by type of ownership as "Federal," "State or local," "Private," and "Ownership not known."

Hospitals for Chronically Ill--Includes hospitals for patients who require long-term care, including those in military hospitals and wards for the chronically ill located on military bases; or other hospitals or wards for the chronically ill, which include tuberculosis hospitals or wards, wards in

general and Veterans' Administration hospitals for the chronically ill, neurological wards, hospices, wards for patients with Hansen's Disease (leprosy) and other incurable diseases, and other unspecified wards for the chronically ill. Patients who had no usual home elsewhere were enumerated as part of the institutional population in the wards of general and military hospitals. Most hospital patients are at the hospital temporarily and were enumerated at their usual place of residence. (For more information, see "Wards in General and Military Hospitals for Patients Who Have No Usual Home Elsewhere.")

Schools, Hospitals, or Wards for the Mentally Retarded--Includes those institutions such as wards in hospitals for the mentally retarded, and intermediate-care facilities for the mentally retarded that provide supervised medical/nursing care from formally-trained staff. In some census products, this category is classified by type of ownership as "Federal," "State or local," "Private," and "Ownership not known."

Schools, Hospitals, or Wards for the Physically Handicapped--Includes three types of institutions: institutions for the blind, those for the deaf, and orthopedic wards and institutions for the physically handicapped. Institutions for persons with speech problems are classified with "institutions for the deaf." The category "orthopedic wards and institutions for the physically handicapped" includes those institutions providing relatively long-term care to accident victims, and to persons with polio, cerebral palsy, and muscular dystrophy. In some census products, this category is classified by type of ownership as "Public," "Private," and "Ownership not known."

Hospitals, and Wards for Drug/Alcohol Abuse--Includes hospitals, and hospital wards in psychiatric and general hospitals. These facilities are equipped medically and designed for the diagnosis and treatment of medical or psychiatric illnesses associated with alcohol or drug abuse. Patients receive supervised medical care from formally-trained staff.

Wards in General and Military Hospitals for Patients Who Have No Usual Home Elsewhere--Includes maternity, neonatal, pediatric (including wards for boarder babies), military, and surgical wards of hospitals, and wards for persons with infectious diseases.

Juvenile Institutions--Includes homes, schools, and other institutions providing care for children (short- or long-term care). Juvenile institutions include the following types:

Homes for Abused, Dependent, and Neglected Children--Includes orphanages and other institutions which provide long-term care (usually more than 30 days) for children. This category is classified in some census products by type of ownership as "Public" and "Private."

Residential Treatment Centers--Includes those institutions which primarily serve children who, by clinical diagnosis, are moderately or seriously disturbed emotionally. Also, these institutions provide long-term treatment services, usually supervised or directed by a psychiatrist.

Training Schools for Juvenile Delinquents--Includes residential training schools or homes, and industrial schools, camps, or farms for juvenile delinquents.

Public Training Schools for Juvenile Delinquents--Usually operated by a State agency (for example, department of welfare, corrections, or a youth authority). Some are operated by county and city governments. These public training schools are specialized institutions serving delinquent children, generally between the ages of 10 and 17 years old, all of whom are committed by the courts.

Private Training Schools--Operated under private auspices. Some of the children they serve are committed by the courts as delinquents. Others are referred by parents or social agencies because of delinquent behavior. One difference between private and public training schools is that, by their administrative policy, private schools have control over their selection and intake.

Detention Centers--Includes institutions providing short-term care (usually 30 days or less) primarily for delinquent children pending disposition of their cases by a court. This category also covers diagnostic centers. In practice, such institutions may be caring for both delinquent and neglected children pending court disposition.

Other Persons in Group Quarters (also referred to as "noninstitutional group quarters")--Includes all persons who live in group quarters other than institutions. Persons who live in the following living quarters are classified as "other persons in group quarters" when there are 10 or more unrelated persons living in the unit; otherwise, these living quarters are classified as housing units.

Rooming Houses--Includes persons residing in rooming and boarding houses and living in quarters with 10 or more unrelated persons.

Group Homes--Includes "community-based homes" that provide care and supportive services. Such places include homes for the mentally ill, mentally retarded, and physically handicapped; drug/alcohol halfway houses; communes; and maternity homes for unwed mothers.

Homes for the Mentally Ill--Includes community-based homes that provide care primarily for the mentally ill. In some data products, this category is classified by type of ownership as "Federal," "State," "Private," and "Ownership not known." Homes which combine treatment of the

physically handicapped with treatment of the mentally ill are counted as homes for the mentally ill.

Homes for the Mentally Retarded--Includes community-based homes that provide care primarily for the mentally retarded. Homes which combine treatment of the physically handicapped with treatment of the mentally retarded are counted as homes for the mentally retarded. This category is classified by type of ownership in some census products, as "Federal," "State," "Private," or "Ownership not known."

Homes for the Physically Handicapped--Includes community-based homes for the blind, for the deaf, and other community-based homes for the physically handicapped. Persons with speech problems are classified with homes for the deaf. In some census products, this category is classified by type of ownership as "Public," "Private," or "Ownership not known."

Homes or Halfway Houses for Drug/Alcohol Abuse--Includes persons with no usual home elsewhere in places that provide community-based care and supportive services to persons suffering from a drug/alcohol addiction and to recovering alcoholics and drug abusers. Places providing community-based care for drug and alcohol abusers include group homes, detoxification centers, quarterway houses (residential treatment facilities that work closely with accredited hospitals), halfway houses, and recovery homes for ambulatory, mentally competent recovering alcoholics and drug abusers who may be re-entering the work force.

Maternity Homes for Unwed Mothers--Includes persons with no usual home elsewhere in places that provide domestic care for unwed mothers and their children. These homes may provide social services and post-natal care within the facility, or may make arrangements for women to receive such services in the community. Nursing services are usually available in the facility.

Other Group Homes--Includes persons with no usual home elsewhere in communes, foster care homes, and job corps centers with 10 or more unrelated persons. These types of places provide communal living quarters, generally for persons who have formed their own community in which they have common interests and often share or own property jointly.

Religious Group Quarters--Includes, primarily, group quarters for nuns teaching in parochial schools and for priests living in rectories. It also includes other convents and monasteries, except those associated with a general hospital or an institution.

College Quarters Off Campus--Includes privately-owned rooming and boarding houses off campus, if the place is reserved exclusively for occupancy by college students and if there are 10 or more unrelated persons. In census products, persons in this category are classified as living in a college dormitory.

Persons residing in certain other types of living arrangements are classified as living in "noninstitutional group quarters" regardless of the number of people sharing the unit. These include persons residing in the following types of group quarters:

College Dormitories--Includes college students in dormitories (provided the dormitory is restricted to students who do not have their families living with them), fraternity and sorority houses, and on-campus residential quarters used exclusively for those in religious orders who are attending college. Students in privately-owned rooming and boarding houses off campus are also included, if the place is reserved exclusively for occupancy by college-level students and if there are 10 or more unrelated persons.

Military Quarters--Includes military personnel living in barracks and dormitories on base, in transient quarters on base for temporary residents (both civilian and military), and on military ships. However, patients in military hospitals receiving treatment for chronic diseases or who had no usual home elsewhere, and persons being held in military stockades were included as part of the institutional population.

Agriculture Workers' Dormitories--Includes persons in migratory farm workers' camps on farms, bunkhouses for ranch hands, and other dormitories on farms, such as those on "tree farms."

Other Workers' Dormitories--Includes persons in logging camps, construction workers' camps, firehouse dormitories, job-training camps, energy enclaves (Alaska only), and nonfarm migratory workers' camps (for example, workers in mineral and mining camps).

Emergency Shelters for Homeless Persons (with sleeping facilities) and Visible in Street Locations--Includes persons enumerated during the "Shelter-and-Street-Night" operation primarily on March 20-21, 1990. Enumerators were instructed not to ask if a person was "homeless." If a person was at one of the locations below on March 20-21, the person was counted as described below. (For more information on the "Shelter-and-Street-Night" operation, see Appendix D, Collection and Processing Procedures.) This category is divided into four classifications:

Emergency Shelters for Homeless Persons (with sleeping facilities)--Includes persons who stayed overnight on March 20, 1990, in permanent and temporary emergency housing, missions, hotels/motels, and flophouses charging $12 or less (excluding taxes) per night; Salvation Army

shelters, hotels, and motels used entirely for homeless persons regardless of the nightly rate charged; rooms in hotels and motels used partially for the homeless; and similar places known to have persons who have no usual home elsewhere staying overnight. If not shown separately, shelters and group homes that provide temporary sleeping facilities for runaway, neglected, and homeless children are included in this category in data products.

Shelters for Runaway, Neglected, and Homeless Children--Includes shelters/group homes which provide temporary sleeping facilities for juveniles.

Visible in Street Locations--Includes street blocks and open public locations designated before March 20, 1990, by city and community officials as places where the homeless congregate at night. All persons found at predesignated street sites from 2 a.m. to 4 a.m. and leaving abandoned or boarded-up buildings from 4 a.m. to 8 a.m. on March 21, 1990, were enumerated during "street" enumeration, except persons in uniform such as police and persons engaged in obvious money-making activities other than begging or panhandling. Enumerators were instructed not to ask if a person was "homeless."

This cannot be considered a complete count of all persons living on the streets because those who were so well hidden that local people did not know where to find them were likely to have been missed as were persons moving about or in places not identified by local officials. It is also possible that persons with homes could have been included in the count of "visible in street locations" if they were present when the enumerator did the enumeration of a particular block.

Predesignated street sites include street corners, parks, bridges, persons emerging from abandoned and boarded-up buildings, noncommercial campsites (tent cities), all-night movie theaters, all-night restaurants, emergency hospital waiting rooms, train stations, airports, bus depots, and subway stations.

Shelters for Abused Women (Shelters Against Domestic Violence or Family Crisis Centers)--Includes community-based homes or shelters that provide domiciliary care for women who have sought shelter from family violence and who may have been physically abused. Most shelters also provide care for children of abused women. These shelters may provide social services, meals, psychiatric treatment, and counseling. In some census products, "shelters for abused women" are included in the category "other noninstitutional group quarters."

Dormitories for Nurses and Interns in General and Military Hospitals--Includes group quarters for nurses and other staff members. It excludes patients.

Crews of Maritime Vessels--Includes officers, crew members, and passengers of maritime U.S. flag vessels. All ocean-going and Great Lakes ships are included.

Staff Residents of Institutions--Includes staff residing in group quarters on institutional grounds who provide formally-authorized, supervised care or custody for the institutionalized population.

Other Nonhousehold Living Situations--Includes persons with no usual home elsewhere enumerated during transient or "T-Night" enumeration at YMCA's, YWCA's, youth hostels, commercial and government-run campgrounds, campgrounds at racetracks, fairs, and carnivals, and similar transient sites.

Living Quarters for Victims of Natural Disasters--Includes living quarters for persons temporarily displaced by natural disasters.

Limitation of the Data--Two types of errors can occur in the classification of "types of group quarters":

Misclassification of Group Quarters--During the 1990 Special Place Prelist operation, the enumerator determined the type of group quarters associated with each special place in their assignment. The enumerator used the Alphabetical Group Quarters Code List and Index to the Alphabetical Group Quarters Code List to assign a two-digit code number followed by either an "I," for institutional, or an "N," for noninstitutional to each group quarters. In 1990, unacceptable group quarter codes were edited. (For more information on editing of unacceptable data, see Appendix C, Accuracy of the Data.)

No Classification (unknowns)--The imputation rate for type of institution was higher in 1980 (23.5 percent) than in 1970 (3.3 percent). Improvements were made to the 1990 Alphabetical Group Quarters Code List; that is, the inclusion of more group quarters categories and an "Index to the Alphabetical Group Quarters Code List." (For more information on the allocation rates for Type of Institution, see the allocation rates in 1990 CP-1, General Population Characteristics.)

In previous censuses, allocation rates for demographic characteristics (such as age, sex, race, and marital status) of the institutional population were similar to those for the total population. The allocation rates for sample characteristics such as school enrollment, highest grade completed, income, and veteran status for the institutional and noninstitutional group quarters population have been substantially higher than the population in households at least as far back as the 1960 census. The data, however, have historically presented a reasonable picture of the institutional and noninstitutional group quarters population.

Shelter and Street Night (S-Night)--For the 1990 census "Shelter-and- Street-Night" operation, persons well hidden, moving about, or in locations enumerators did not visit were likely to be missed. The number of people missed will never be known; thus, the 1990 census cannot be considered to include a definitive count of America's total homeless population. It does, however, give an idea of relative differences among areas of the country. Other components were counted as part of regular census procedures.

The count of persons in shelters and visible on the street could have been affected by many factors. How much the factors affected the count can never be answered definitively, but some elements include:

How well enumerators were trained and how well they followed procedures.

How well the list of shelter and street locations given to the Census Bureau by the local government reflected the actual places that homeless persons stay at night.

Cities were encouraged to open temporary shelters for census night, and many did that and actively encouraged people to enter the shelters. Thus, people who may have been on the street otherwise were in shelters the night of March 20, so that the ratio of shelter-to-street population could be different than usual.

The weather, which was unusually cold in some parts of the country, could affect how likely people were to seek emergency shelter or to be more hidden than usual if they stayed outdoors.

The media occasionally interfered with the ability to do the count.

How homeless people perceived the census and whether they wanted to be counted or feared the census and hid from it.

The Census Bureau conducted two assessments of Shelter and Street Night: (1) the quality of the lists of shelters used for the Shelter-and-Street-Night operation, and (2) how well procedures were followed by census- takers for the street count in parts of five cities (Chicago, Los Angeles, New Orleans, New York, and Phoenix). Information about these two assessments is available from the Chief, Center for Survey Methods Research, Bureau of the Census, Washington, DC 20233.

Comparability--For the 1990 census, the definition of institutionalized persons was revised so that the definition of "care" only includes persons under organized medical or formally-authorized, supervised care or custody. As a result of this change to the institutional definition, maternity homes are classified as noninstitutional rather than institutional group quarters as in previous censuses. The following types of other group quarters are classified as institutional rather than noninstitutional group quarters: "halfway houses (operated for correctional purposes)" and "wards in general and military hospitals for patients who have no usual home elsewhere," which includes maternity, neonatal, pediatric, military, and surgical wards of hospitals, other-purpose wards of hospitals, and wards for infectious diseases. These changes should not significantly affect the comparability of data with earlier censuses because of the relatively small number of persons involved.

As in 1980, 10 or more unrelated persons living together were classified as living in noninstitutional group quarters. In 1970, the criteria was six or more unrelated persons.

Several changes also have occurred in the identification of specific types of group quarters. For the first time, the 1990 census identifies separately the following types of correctional institutions: persons in halfway houses (operated for correctional purposes), military stockades and jails, and police lockups. In 1990, tuberculosis hospitals or wards are included with hospitals for the chronically ill; in 1980, they were shown separately. For 1990, the noninstitutional group quarters category, "Group homes" is further classified as: group homes for drug/alcohol abuse; maternity homes (for unwed mothers), group homes for the mentally ill, group homes for the mentally retarded, and group homes for the physically handicapped. Persons living in communes, foster-care homes, and job corps centers are classified with "Other group homes" only if 10 or more unrelated persons share the unit; otherwise, they are classified as housing units.

In 1990, workers' dormitories were classified as group quarters regardless of the number of persons sharing the dorm. In 1980, 10 or more unrelated persons had to share the dorm for it to be classified as a group quarters. In 1960, data on persons in military barracks were shown only for men. In subsequent censuses, they include both men and women.

In 1990 census data products, the phrase "inmates of institutions" was changed to "institutionalized persons." Also, persons living in noninstitutional group quarters were referred to as "other persons in group quarters," and the phrase "staff residents" was used for staff living in institutions.

In 1990, there are additional institutional categories and noninstitutional group quarters categories compared with the 1980 census. The institutional categories added include "hospitals and wards for drug/alcohol abuse" and "military hospitals for the chronically ill." The noninstitutional group quarters categories added include emergency shelters for homeless persons; shelters for runaway, neglected, and

homeless children; shelters for abused women; and visible-in-street locations. Each of these noninstitutional group quarters categories was enumerated on March 20-21, 1990, during the "Shelter-and-Street-Night" operation. (For more information on the "Shelter-and-Street-Night" operation, see Appendix D, Collection and Processing Procedures.)

HISPANIC ORIGIN

Data on Spanish/Hispanic origin were derived from answers to questionnaire item 7, which was asked of all persons. Persons of Hispanic origin are those who classified themselves in one of the specific Hispanic origin categories listed on the questionnaire--"Mexican," "Puerto Rican," or "Cuban"--as well as those who indicated that they were of "other Spanish/Hispanic" origin. Persons of "Other Spanish/Hispanic" origin are those whose origins are from Spain, the Spanish-speaking countries of Central or South America, or the Dominican Republic, or they are persons of Hispanic origin identifying themselves generally as Spanish, Spanish-American, Hispanic, Hispano, Latino, and so on. Write-in responses to the "other Spanish/Hispanic" category were coded only for sample data.

Origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race.

Some tabulations are shown by the Hispanic origin of the householder. In all cases where households, families, or occupied housing units are classified by Hispanic origin, the Hispanic origin of the householder is used. (See the discussion of householder under "Household Type and Relationship.")

During direct interviews conducted by enumerators, if a person could not provide a single origin response, he or she was asked to select, based on self-identification, the group which best described his or her origin or descent. If a person could not provide a single group, the origin of the person's mother was used. If a single group could not be provided for the person's mother, the first origin reported by the person was used.

If any household member failed to respond to the Spanish/Hispanic origin question, a response was assigned by the computer according to the reported entries of other household members by using specific rules of precedence of household relationship. In the processing of sample questionnaires, responses to other questions on the questionnaire, such as ancestry and place of birth, were used to assign an origin before any reference was made to the origin reported by other household members. If an origin was not entered for any household member, an origin was assigned from another household according to the race of the householder. This procedure is a variation of the general imputation process described in Appendix C, Accuracy of the Data.

Comparability--There may be differences between the total Hispanic origin population based on 100-percent tabulations and sample tabulations. Such differences are the result of sampling variability, nonsampling error, and more extensive edit procedures for the Spanish/Hispanic origin item on the sample questionnaires. (For more information on sampling variability and nonsampling error, see Appendix C, Accuracy of the Data.)

The 1990 data on Hispanic origin are generally comparable with those for the 1980 census. However, there are some differences in the format of the Hispanic origin question between the two censuses. For 1990, the word "descent" was deleted from the 1980 wording. In addition, the term "Mexican-Amer." used in 1980 was shortened further to "Mexican-Am." to reduce misreporting (of "American") in this category detected in the 1980 census. Finally, the 1990 question allowed those who reported as "other Spanish/Hispanic" to write in their specific Hispanic origin group.

Misreporting in the "Mexican-Amer." category of the 1980 census item on Spanish/Hispanic origin may affect the comparability of 1980 and 1990 census data for persons of Hispanic origin for certain areas of the country. An evaluation of the 1980 census item on Spanish/Hispanic origin indicated that there was misreporting in the Mexican origin category by White and Black persons in certain areas. The study results showed evidence that the misreporting occurred in the South (excluding Texas), the Northeast (excluding the New York City area), and a few States in the Midwest Region. Also, results based on available data suggest that the impact of possible misreporting of Mexican origin in the 1980 census was severe in those portions of the above-mentioned regions where the Hispanic origin population was generally sparse. However, national 1980 census data on the Mexican origin population or total Hispanic origin population at the national level was not seriously affected by the reporting problem. (For a more detailed discussion of the evaluation of the 1980 census Spanish/Hispanic origin item, see the 1980 census Supplementary Reports.)

The 1990 and 1980 census data on the Hispanic population are not directly comparable with 1970 Spanish origin data because of a number of factors: (1) overall improvements in the 1980 and 1990 censuses, (2) better coverage of the population, (3) improved question designs, and (4) an effective public relations campaign by the Census Bureau with the assistance of national and community ethnic groups.

Specific changes in question design between the 1980 and 1970 censuses included the placement of the category "No,

not Spanish/Hispanic" as the first category in that question. (The corresponding category appeared last in the 1970 question.) Also, the 1970 category "Central or South American" was deleted because in 1970 some respondents misinterpreted the category; furthermore, the designations "Mexican-American" and "Chicano" were added to the Spanish/Hispanic origin question in 1980. In the 1970 census, the question on Spanish origin was asked of only a 5-percent sample of the population.

HOUSEHOLD TYPE AND RELATIONSHIP

Household--A household includes all the persons who occupy a housing unit. A housing unit is a house, an apartment, a mobile home, a group of rooms, or a single room that is occupied (or if vacant, is intended for occupancy) as separate living quarters. Separate living quarters are those in which the occupants live and eat separately from any other persons in the building and which have direct access from the outside of the building or through a common hall. The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements.

In 100-percent tabulations, the count of households or householders always equals the count of occupied housing units. In sample tabulations, the numbers may differ as a result of the weighting process.

Persons Per Household--A measure obtained by dividing the number of persons in households by the number of households (or householders). In cases where persons in households are cross-classified by race or Hispanic origin, persons in the household are classified by the race or Hispanic origin of the householder rather than the race or Hispanic origin of each individual.

Relationship to Householder

Householder--The data on relationship to householder were derived from answers to questionnaire item 2, which was asked of all persons in housing units. One person in each household is designated as the householder. In most cases, this is the person, or one of the persons, in whose name the home is owned, being bought, or rented and who is listed in column 1 of the census questionnaire. If there is no such person in the household, any adult household member 15 years old and over could be designated as the householder.

Households are classified by type according to the sex of the householder and the presence of relatives. Two types of householders are distinguished: a family householder and a nonfamily householder. A family householder is a householder living with one or more persons related to him or her by birth, marriage, or adoption. The householder and all persons in the household related to him or her are family members. A nonfamily householder is a householder living alone or with nonrelatives only.

Spouse--Includes a person married to and living with a householder. This category includes persons in formal marriages, as well as persons in common-law marriages.

The number of spouses is equal to the number of "married-couple families" or "married-couple households" in 100-percent tabulations. The number of spouses, however, is generally less than half of the number of "married persons with spouse present" in sample tabulations, since more than one married couple can live in a household, but only spouses of householders are specifically identified as "spouse." For sample tabulations, the number of "married persons with spouse present" includes married-couple subfamilies and married-couple families.

Child--Includes a son or daughter by birth, a stepchild, or adopted child of the householder, regardless of the child's age or marital status. The category excludes sons-in-law, daughters-in-law, and foster children.

Natural-Born or Adopted Son/Daughter--A son or daughter of the householder by birth, regardless of the age of the child. Also, this category includes sons or daughters of the householder by legal adoption, regardless of the age of the child. If the stepson/stepdaughter of the householder has been legally adopted by the householder, the child is still classified as a stepchild.

Stepson/Stepdaughter--A son or daughter of the householder through marriage but not by birth, regardless of the age of the child. If the stepson/stepdaughter of the householder has been legally adopted by the householder, the child is still classified as a stepchild.

Own Child--A never-married child under 18 years who is a son or daughter by birth, a stepchild, or an adopted child of the householder. In certain tabulations, own children are further classified as living with two parents or with one parent only. Own children of the householder living with two parents are by definition found only in married-couple families.

In a subfamily, an "own child" is a never-married child under 18 years of age who is a son, daughter, stepchild, or an adopted child of a mother in a mother-child subfamily, a father in a father-child subfamily, or either spouse in a married-couple subfamily.

"Related children" in a family include own children and all other persons under 18 years of age in the household, regardless of marital status, who are related to the householder, except the spouse of the householder. Foster children are not included since they are not related to the householder.

Other Relatives--In tabulations, includes any household member related to the householder by birth, marriage, or adoption, but not included specifically in another relationship category. In certain detailed tabulations, the following categories may be shown:

Grandchild--The grandson or granddaughter of the householder.

Brother/Sister--The brother or sister of the householder, including stepbrothers, stepsisters, and brothers and sisters by adoption. Brothers- in-law and sisters-in-law are included in the "Other relative" category on the questionnaire.

Parent--The father or mother of the householder, including a stepparent or adoptive parent. Fathers-in-law and mothers-in-law are included in the "Other relative" category on the questionnaire.

Other Relatives--Anyone not listed in a reported category above who is related to the householder by birth, marriage, or adoption (brother-in-law, grandparent, nephew, aunt, mother-in-law, daughter-in-law, cousin, and so forth).

Nonrelatives--Includes any household member, including foster children not related to the householder by birth, marriage, or adoption. The following categories may be presented in more detailed tabulations:

Roomer, Boarder, or Foster Child--Roomer, boarder, lodger, and foster children or foster adults of the householder.

Housemate or Roommate--A person who is not related to the householder and who shares living quarters primarily in order to share expenses.

Unmarried Partner--A person who is not related to the householder, who shares living quarters, and who has a close personal relationship with the householder.

Other Nonrelatives--A person who is not related by birth, marriage, or adoption to the householder and who is not described by the categories given above.

When relationship is not reported for an individual, it is imputed according to the responses for age, sex, and marital status for that person while maintaining consistency with responses for other individuals in the household. (For more information on imputation, see Appendix C, Accuracy of the Data.)

Unrelated Individual--An unrelated individual is: (1) a householder living alone or with nonrelatives only, (2) a household member who is not related to the householder, or (3) a person living in group quarters who is not an inmate of an institution.

Family Type--A family consists of a householder and one or more other persons living in the same household who are related to the householder by birth, marriage, or adoption. All persons in a household who are related to the householder are regarded as members of his or her family. A household can contain only one family for purposes of census tabulations. Not all households contain families since a household may comprise a group of unrelated persons or one person living alone.

Families are classified by type as either a "married-couple family" or "other family" according to the sex of the householder and the presence of relatives. The data on family type are based on answers to questions on sex and relationship which were asked on a 100-percent basis.

Married-Couple Family--A family in which the householder and his or her spouse are enumerated as members of the same household.

Other Family:

Male Householder, No Wife Present--A family with a male householder and no spouse of householder present.

Female Householder, No Husband Present--A family with a female householder and no spouse of householder present.

Persons Per Family--A measure obtained by dividing the number of persons in families by the total number of families (or family householders). In cases where the measure, "persons in family" or "persons per family" are cross-tabulated by race or Hispanic origin, the race or Hispanic origin refers to the householder rather than the race or Hispanic origin of each individual.

Subfamily--A subfamily is a married couple (husband and wife enumerated as members of the same household) with or without never-married children under 18 years old, or one parent with one or more never-married children under 18 years old, living in a household and related to, but not including, either the householder or the householder's spouse. The number of subfamilies is not included in the count of families, since subfamily members are counted as part of the householder's family.

Subfamilies are defined during processing of sample data. In selected tabulations, subfamilies are further classified by type: married-couple subfamilies, with or without own children; mother-child subfamilies; and father-child subfamilies.

Lone parents include people maintaining either one-parent families or one- parent subfamilies. Married couples in-

clude husbands and wives in both married-couple families and married-couple subfamilies.

Unmarried-Partner Household--An unmarried-partner household is a household other than a "married-couple household" that includes a householder and an "unmarried partner." An "unmarried partner" can be of the same sex or of the opposite sex of the householder. An "unmarried partner" in an "unmarried- partner household" is an adult who is unrelated to the householder, but shares living quarters and has a close personal relationship with the householder.

Unmarried-Couple Household--An unmarried-couple household is composed of two unrelated adults of the opposite sex (one of whom is the householder) who share a housing unit with or without the presence of children under 15 years old.

Foster Children--Foster children are nonrelatives of the householder and are included in the category, "Roomer, boarder, or foster child" on the questionnaire. Foster children are identified as persons under 18 years old and living in households that have no nonrelatives 18 years old and over (who might be parents of the nonrelatives under 18 years old).

Stepfamily--A stepfamily is a "married-couple family" with at least one stepchild of the householder present, where the householder is the husband.

Comparability--The 1990 definition of a household is the same as that used in 1980. The 1980 relationship category "Son/daughter" has been replaced by two categories, "Natural-born or adopted son/daughter" and "Stepson/stepdaughter." "Grandchild" has been added as a separate category. The 1980 nonrelative categories: "Roomer, boarder" and "Partner, roommate" have been replaced by the categories "Roomer, boarder, or foster child," "Housemate, roommate," and "Unmarried partner." The 1980 nonrelative category "Paid employee" has been dropped.

INCOME IN 1989

Data on income in 1989 were derived from answers to questionnaire items 32 and 33. Information on money income received in the calendar year 1989 was requested from persons 15 years old and over. "Total income" is the algebraic sum of the amounts reported separately for wage or salary income; net nonfarm self-employment income; net farm self-employment income; interest, dividend, or net rental or royalty income; Social Security or railroad retirement income; public assistance or welfare income; retirement or disability income; and all other income. "Earnings" is defined as the algebraic sum of wage or salary income and net income from farm and nonfarm self-employment. "Earnings" represent the amount of income received regularly before deductions for personal income taxes, Social Security, bond purchases, union dues, medicare deductions, etc.

Receipts from the following sources are not included as income: money received from the sale of property (unless the recipient was engaged in the business of selling such property); the value of income "in kind" from food stamps, public housing subsidies, medical care, employer contributions for persons, etc.; withdrawal of bank deposits; money borrowed; tax refunds; exchange of money between relatives living in the same household; gifts and lump-sum inheritances, insurance payments, and other types of lump-sum receipts.

Income Type in 1989--The eight types of income reported in the census are defined as follows:

Wage or Salary Income--Includes total money earnings received for work performed as an employee during the calendar year 1989. It includes wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc.

Nonfarm Self-Employment Income--Includes net money income (gross receipts minus expenses) from one's own business, professional enterprise, or partnership. Gross receipts include the value of all goods sold and services rendered. Expenses includes costs of goods purchased, rent, heat, light, power, depreciation charges, wages and salaries paid, business taxes (not personal income taxes), etc.

Farm Self-Employment Income--Includes net money income (gross receipts minus operating expenses) from the operation of a farm by a person on his or her own account, as an owner, renter, or sharecropper. Gross receipts include the value of all products sold, government farm programs, money received from the rental of farm equipment to others, and incidental receipts from the sale of wood, sand, gravel, etc. Operating expenses include cost of feed, fertilizer, seed, and other farming supplies, cash wages paid to farmhands, depreciation charges, cash rent, interest on farm mortgages, farm building repairs, farm taxes (not State and Federal personal income taxes), etc. The value of fuel, food, or other farm products used for family living is not included as part of net income.

Interest, Dividend, or Net Rental Income--Includes interest on savings or bonds, dividends from stockholdings or membership in associations, net income from rental of property to others and receipts from boarders or lodgers, net royalties, and periodic payments from an estate or trust fund.

Social Security Income--Includes Social Security pensions and survivors benefits and permanent disability insurance payments made by the Social Security Administration prior to deductions for medical insurance, and railroad retirement insurance checks from the U.S. Government. Medicare reimbursements are not included.

Public Assistance Income--Includes: (1) supplementary security income payments made by Federal or State welfare agencies to low income persons who are aged (65 years old or over), blind, or disabled; (2) aid to families with dependent children, and (3) general assistance. Separate payments received for hospital or other medical care (vendor payments) are excluded from this item.

Retirement or Disability Income--Includes: (1) retirement pensions and survivor benefits from a former employer, labor union, or Federal, State, county, or other governmental agency; (2) disability income from sources such as worker's compensation; companies or unions; Federal, State, or local government; and the U.S. military; (3) periodic receipts from annuities and insurance; and (4) regular income from IRA and KEOGH plans.

All Other Income--Includes unemployment compensation, Veterans Administration (VA) payments, alimony and child support, contributions received periodically from persons not living in the household, military family allotments, net gambling winnings, and other kinds of periodic income other than earnings.

Income of Households--Includes the income of the householder and all other persons 15 years old and over in the household, whether related to the householder or not. Because many households consist of only one person, average household income is usually less than average family income.

Income of Families and Persons--In compiling statistics on family income, the incomes of all members 15 years old and over in each family are summed and treated as a single amount. However, for persons 15 years old and over, the total amounts of their own incomes are used. Although the income statistics covered the calendar year 1989, the characteristics of persons and the composition of families refer to the time of enumeration (April 1990). Thus, the income of the family does not include amounts received by persons who were members of the family during all or part of the calendar year 1989 if these persons no longer resided with the family at the time of enumeration. Yet, family income amounts reported by related persons who did not reside with the family during 1989 but who were members of the family at the time of enumeration are included. However, the composition of most families was the same during 1989 as in April 1990.

Median Income--The median divides the income distribution into two equal parts, one having incomes above the median and the other having incomes below the median. For households and families, the median income is based on the distribution of the total number of units including those with no income. The median for persons is based on persons with income. The median income values for all households, families, and persons are computed on the basis of more detailed income intervals than shown in most tabulations. Median household or family income figures of $50,000 or less are calculated using linear interpolation. For persons, corresponding median values of $40,000 or less are also computed using linear interpolation. All other median income amounts are derived through Pareto interpolation. (For more information on medians and interpolation, see the discussion under "Derived Measures.")

Mean Income--This is the amount obtained by dividing the total income of a particular statistical universe by the number of units in that universe. Thus, mean household income is obtained by dividing total household income by the total number of households. For the various types of income the means are based on households having those types of income. "Per capita income" is the mean income computed for every man, woman, and child in a particular group. It is derived by dividing the total income of a particular group by the total population in that group.

Care should be exercised in using and interpreting mean income values for small subgroups of the population. Because the mean is influenced strongly by extreme values in the distribution, it is especially susceptible to the effects of sampling variability, misreporting, and processing errors. The median, which is not affected by extreme values, is, therefore, a better measure than the mean when the population base is small. The mean, nevertheless, is shown in some data products for most small subgroups because, when weighted according to the number of cases, the means can be added to obtained summary measures for areas and groups other than those shown in census tabulations.

Limitation of the Data--Since questionnaire entries for income frequently are based on memory and not on records, many persons tended to forget minor or irregular sources of income and, therefore, underreport their income. Underreporting tends to be more pronounced for income sources that are not derived from earnings, such as Social Security, public assistance, or from interest, dividends, and net rental income.

There are errors of reporting due to the misunderstanding of the income questions such as reporting gross rather than net dollar amounts for the two questions on net self-employment income, which resulted in an overstatement of these items. Another common error is the reporting of identical dollar amounts in two of the eight type of income items where a respondent with only one source of income

assumed that the second amount should be entered to represent total income. Such instances of overreporting had an impact on the level of mean nonfarm or farm self-employment income and mean total income published for the various geographical subdivisions of the State.

Extensive computer editing procedures were instituted in the data processing operation to reduce some of these reporting errors and to improve the accuracy of the income data. These procedures corrected various reporting deficiencies and improved the consistency of reported income items associated with work experience and information on occupation and class of worker. For example, if persons reported they were self-employed on their own farm, not incorporated, but had reported wage and salary earnings only, the latter amount was shifted to net farm self-employment income. Also, if any respondent reported total income only, the amount was generally assigned to one of the type of income items according to responses to the work experience and class-of-worker questions. Another type of problem involved nonreporting of income data. Where income information was not reported, procedures were devised to impute appropriate values with either no income or positive or negative dollar amounts for the missing entries. (For more information on imputation, see Appendix C, Accuracy of the Data.)

In income tabulations for households and families, the lowest income group (e.g., less than $5,000) includes units that were classified as having no 1989 income. Many of these were living on income "in kind," savings, or gifts, were newly created families, or families in which the sole breadwinner had recently died or left the household. However, many of the households and families who reported no income probably had some money income which was not recorded in the census.

The income data presented in the tabulations covers money income only. The fact that many farm families receive an important part of their income in the form of "free" housing and goods produced and consumed on the farm rather than in money should be taken into consideration in comparing the income of farm and nonfarm residents. Nonmoney income such as business expense accounts, use of business transportation and facilities, or partial compensation by business for medical and educational expenses was also received by some nonfarm residents. Many low income families also receive income "in kind" from public welfare programs. In comparing income data for 1989 with earlier years, it should be noted that an increase or decrease in money income does not necessarily represent a comparable change in real income, unless adjustments for changes in prices are made.

Comparability--The income data collected in the 1980 and 1970 censuses are similar to the 1990 census data, but there are variations in the detail of the questions. In 1980, income information for 1979 was collected from persons in approximately 19 percent of all housing units and group quarters. Each person was required to report:

Wage or salary income Net nonfarm self-employment income Net farm self-employment income Interest, dividend, or net rental or royalty income Social Security income Public assistance income Income from all other sources

Between the 1980 and 1990 censuses, there were minor differences in the processing of the data. In both censuses, all persons with missing values in one or more of the detailed type of income items and total income were designated as allocated. Each missing entry was imputed either as a "no" or as a dollar amount. If total income was reported and one or more of the type of income fields was not answered, then the entry in total income generally was assigned to one of the income types according to the socioeconomic characteristics of the income recipient. This person was designated as unallocated.

In 1980 and 1990, all nonrespondents with income not reported (whether heads of households or other persons) were assigned the reported income of persons with similar characteristics. (For more information on imputation, see Appendix C, "Accuracy of the Data.")

There was a difference in the method of computer derivation of aggregate income from individual amounts between the two census processing operations. In the 1980 census, income amounts less than $100,000 were coded in tens of dollars, and amounts of $100,000 or more were coded in thousands of dollars; $5 was added to each amount coded in tens of dollars and $500 to each amount coded in thousands of dollars. Entries of $999,000 or more were treated as $999,500 and losses of $9,999 or more were treated as minus $9,999. In the 1990 census, income amounts less than $999,999 were keyed in dollars. Amounts of $999,999 or more were treated as $999,999 and losses of $9,999 or more were treated as minus $9,999 in all of the computer derivations of aggregate income.

In 1970, information on income in 1969 was obtained from all members in every fifth housing unit and small group quarters (less than 15 persons) and every fifth person in all other group quarters. Each person was required to report:

Wage or salary income Net nonfarm self-employment income Net farm self-employment income Social Security or Railroad Retirement Public assistance or welfare payments Income from all other sources

If a person reported a dollar amount in wage or salary, net nonfarm self-employment income, or net farm self-employment income, the person was considered as unallocated only if no further dollar amounts were imputed for

any additional missing entries.

In 1960, data on income were obtained from all members in every fourth housing unit and from every fourth person 14 years old and over living in group quarters. Each person was required to report wage or salary income, net self-employment income, and income other than earnings received in 1959. An assumption was made in the editing process that no other type of income was received by a person who reported the receipt of either wage and salary income or self-employment but who had failed to report the receipt of other money income.

For several reasons, the income data shown in census tabulations are not directly comparable with those that may be obtained from statistical summaries of income tax returns. Income, as defined for Federal tax purposes, differs somewhat from the Census Bureau concept. Moreover, the coverage of income tax statistics is different because of the exemptions of persons having small amounts of income and the inclusion of net capital gains in tax returns. Furthermore, members of some families file separate returns and others file joint returns; consequently, the income reporting unit is not consistently either a family or a person.

The earnings data shown in census tabulations are not directly comparable with earnings records of the Social Security Administration. The earnings record data for 1989 excluded the earnings of most civilian government employees, some employees of nonprofit organizations, workers covered by the Railroad Retirement Act, and persons not covered by the program because of insufficient earnings. Furthermore, earnings received from any one employer in excess of $48,000 in 1989 are not covered by earnings records. Finally, because census data are obtained from household questionnaires, they may differ from Social Security Administration earnings record data, which are based upon employers' reports and the Federal income tax returns of self-employed persons.

The Bureau of Economic Analysis (BEA) of the Department of Commerce publishes annual data on aggregate and per-capita personal income received by the population for States, metropolitan areas, and selected counties. Aggregate income estimates based on the income statistics shown in census products usually would be less than those shown in the BEA income series for several reasons. The Census Bureau data are obtained directly from households, whereas the BEA income series is estimated largely on the basis of data from administrative records of business and governmental sources. Moreover, the definitions of income are different. The BEA income series includes some items not included in the income data shown in census publications, such as income "in kind," income received by nonprofit institutions, the value of services of banks and other financial intermediaries rendered to persons without the assessment of specific charges, Medicare payments, and the income of persons who died or emigrated prior to April 1, 1990. On the other hand, the census income data include contributions for support received from persons not residing in the same household and employer contributions for social insurance.

## INDUSTRY, OCCUPATION, AND CLASS OF WORKER

Data on industry, occupation, and class of worker were derived from answers to questionnaire items 28, 29, and 30 respectively. These questions were asked of a sample of persons. Information on industry relates to the kind of business conducted by a person's employing organization; occupation describes the kind of work the person does on the job.

For employed persons, the data refer to the person's job during the reference week. For those who worked at two or more jobs, the data refer to the job at which the person worked the greatest number of hours. For unemployed persons, the data refer to their last job. The industry and occupation statistics are derived from the detailed classification systems developed for the 1990 census as described below. The Classified Index of Industries and Occupations provided additional information on the industry and occupation classification systems.

Respondents provided the data for the tabulations by writing on the questionnaires descriptions of their industry and occupation. These descriptions were keyed and passed through automated coding software which assigned a portion of the written entries to categories in the classification system. The automated system assigned codes to 59 percent of the industry entries and 38 percent of the occupation entries.

Those cases not coded by the computer were referred to clerical staff in the Census Bureau's Kansas City processing office for coding. The clerical staff converted the written questionnaire descriptions to codes by comparing these descriptions to entries in the Alphabetical Index of Industries and Occupations. For the industry code, these coders also referred to an Employer Name List (formerly called Company Name List). This list, prepared from the Standard Statistical Establishment List developed by the Census Bureau for the economic censuses and surveys, contained the names of business establishments and their Standard Industrial Classification (SIC) codes converted to population census equivalents. This list facilitated coding and maintained industrial classification comparability.

Industry--The industry classification system developed for the 1990 census consists of 235 categories for employed persons, classified into 13 major industry groups. Since 1940, the industrial classification has been based on the Standard Industrial Classification Manual (SIC). The 1990

census classification was developed from the 1987 SIC published by the Office of Management and Budget Executive Office of the President.

The SIC was designed primarily to classify establishments by the type of industrial activity in which they were engaged. However, census data, which were collected from households, differ in detail and nature from those obtained from establishment surveys. Therefore, the census classification systems, while defined in SIC terms, cannot reflect the full detail in all categories. There are several levels of industrial classification found in census products. For example, the 1990 CP-2, Social and Economic Characteristics report includes 41 unique industrial categories, while the 1990 Summary Tape File 4 (STF 4) presents 72 categories.

Occupation--The occupational classification system developed for the 1990 census consists of 500 specific occupational categories for employed persons arranged into 6 summary and 13 major occupational groups. This classification was developed to be consistent with the Standard Occupational Classification (SOC) Manual: 1980, published by the Office of Federal Statistical Policy and Standards, U.S. Department of Commerce. Tabulations with occupation as the primary characteristic present several levels of occupational detail. The most detailed tabulations are shown in a special 1990 subject report and tape files on occupation. These products contain all 500 occupational categories plus industry or class of worker subgroupings of occupational categories.

Some occupation groups are related closely to certain industries. Operators of transportation equipment, farm operators and workers, and private household workers account for major portions of their respective industries of transportation, agriculture, and private households. However, the industry categories include persons in other occupations. For example, persons employed in agriculture include truck drivers and bookkeepers; persons employed in the transportation industry include mechanics, freight handlers, and payroll clerks; and persons employed in the private household industry include occupations such as chauffeur, gardener, and secretary.

Class of Worker--The data on class of worker were derived from answers to questionnaire item 30. The information on class of worker refers to the same job as a respondent's industry and occupation and categorizes persons according to the type of ownership of the employing organization. The class of worker categories are defined as follows:

Private Wage and Salary Workers--Includes persons who worked for wages, salary, commission, tips, pay-in-kind, or piece rates for a private for profit employer or a private not-for-profit, tax-exempt or charitable organization. Self-employed persons whose business was incorporated are included with private wage and salary workers because they are paid employees of their own companies. Some tabulations present data separately for these subcategories: "For profit," "Not for profit," and "Own business incorporated."

Employees of foreign governments, the United Nations, or other formal international organizations were classified as "Private-not-for-profit."

Government Workers--Includes persons who were employees of any local, State, or Federal governmental unit, regardless of the activity of the particular agency. For some tabulations, the data were presented separately for the three levels of government.

Self-Employed Workers--Includes persons who worked for profit or fees in their own unincorporated business, profession, or trade, or who operated a farm.

Unpaid Family Workers--Includes persons who worked 15 hours or more without pay in a business or on a farm operated by a relative.

Salaried/Self-Employed--In tabulations that categorize persons as either salaried or self-employed, the salaried category includes private and government wage and salary workers; self-employed includes self-employed persons and unpaid family workers.

The industry category, "Public administration," is limited to regular government functions such as legislative, judicial, administrative, and regulatory activities of governments. Other government organizations such as schools, hospitals, liquor stores, and bus lines are classified by industry according to the activity in which they are engaged. On the other hand, the class of worker government categories include all government workers.

Occasionally respondents supplied industry, occupation, or class of worker descriptions which were not sufficiently specific for precise classification or did not report on these items at all. Some of these cases were corrected through the field editing process and during the coding and tabulation operations. In the coding operation, certain types of incomplete entries were corrected using the Alphabetical Index of Industries and Occupations. For example, it was possible in certain situations to assign an industry code based on the occupation reported.

Following the coding operations, there was a computer edit and an allocation process. The edit first determined whether a respondent was in the universe which required an industry and occupation code. The codes for the three items (industry, occupation, and class of worker) were checked to ensure they were valid and were edited for their relation to each other. Invalid and inconsistent codes were

either blanked or changed to a consistent code.

If one or more of the three codes were blank after the edit, a code was assigned from a "similar" person based on other items such as age, sex, education, farm or nonfarm residence, and weeks worked. If all the labor force and income data also were blank, all these economic items were assigned from one other person who provided all the necessary data.

Comparability--Comparability of industry and occupation data was affected by a number of factors, primarily the systems used to classify the questionnaire responses. For both the industry and occupation classification systems, the basic structures were generally the same from 1940 to 1970, but changes in the individual categories limited comparability of the data from one census to another. These changes were needed to recognize the "birth" of new industries and occupations, the "death" of others, and the growth and decline in existing industries and occupations, as well as, the desire of analysts and other users for more detail in the presentation of the data. Probably the greatest cause of incomparability is the movement of a segment of a category to a different category in the next census. Changes in the nature of jobs and respondent terminology, and refinement of category composition made these movements necessary.

In the 1990 census, the industry classification had minor revisions to reflect recent changes to the SIC. The 1990 occupational classification system is essentially the same as that for the 1980 census. However, the conversion of the census classification to the SOC in 1980 meant that the 1990 classification system was less comparable to the classifications used prior to the 1980 census.

Other factors that affected data comparability included the universe to which the data referred (in 1970, the age cutoff for labor force was changed from 14 years to 16 years); how the industry and occupation questions were worded on the questionnaire (for example, important changes were made in 1970); improvements in the coding procedures (the Employer Name List technique was introduced in 1960); and how the "not reported" cases are handled. Prior to 1970, they were placed in the residual categories, "Industry not reported" and "Occupation not reported." In 1970, an allocation process was introduced that assigned these cases to major groups. In 1990, as in 1980, the "Not reported" cases were assigned to individual categories. Therefore, the 1980 and 1990 data for individual categories included some numbers of persons who were tabulated in a "Not reported" category in previous censuses.

The following publications contain information on the various factors affecting comparability and are particularly useful for understanding differences in the occupation and industry information from earlier censuses: U.S. Bureau of the Census, Changes Between the 1950 and 1960 Occupation and Industry Classifications With Detailed Adjustments of 1950 Data to the 1960 Classifications, Technical Paper No. 18, 1968; U.S. Bureau of the Census, 1970 Occupation and Industry Classification Systems in Terms of their 1960 Occupation and Industry Elements, Technical Paper No. 26, 1972; and U.S. Bureau of the Census, The Relationship Between the 1970 and 1980 Industry and Occupation Classification Systems, Technical Paper No. 59, 1988. For citations for earlier census years, see the 1980 Census of Population report, PC80-1-D, Detailed Population Characteristics.

The 1990 census introduced an additional class of worker category for "private not-for-profit" employers. This category is a subset of the 1980 category "employee of private employer" so there is no comparable data before 1990. Also in 1990, employees of foreign governments, the United Nations, etc., are classified as "private not-for-profit," rather than Federal Government as in 1970 and 1980. While in theory, there was a change in comparability, in practice, the small number of U.S. residents working for foreign governments made this change negligible.

Comparability between the statistics on industry and occupation from the 1990 census and statistics from other sources is affected by many of the factors described in the section on "Employment Status." These factors are primarily geographic differences between residence and place of work, different dates of reference, and differences in counts because of dual job holding. Industry data from population censuses cover all industries and all kinds of workers, whereas, data from establishments often excluded private household workers, government workers, and the self-employed. Also, the replies from household respondents may have differed in detail and nature from those obtained from establishments.

Occupation data from the census and data from government licensing agencies, professional associations, trade unions, etc., may not be as comparable as expected. Organizational listings often include persons not in the labor force or persons devoting all or most of their time to another occupation; or the same person may be included in two or more different listings. In addition, relatively few organizations, except for those requiring licensing, attained complete coverage of membership in a particular occupational field.

JOURNEY TO WORK

Place of Work--The data on place of work were derived from answers to questionnaire item 22, which was asked of persons who indicated in question 21 that they worked at some time during the reference week. (For more information, see discussion under "Reference Week.")

Data were tabulated for workers 16 years and over; that is, members of the Armed Forces and civilians who were at work during the reference week. Data on place of work refer to the geographic location at which workers carried out their occupational activities during the reference week. The exact address (number and street) of the place of work was asked, as well as the place (city, town, or post office); whether or not the place of work was inside or outside the limits of that city or town; and the county, State, and ZIP Code. If the person's employer operated in more than one location, the exact address of the location or branch where the respondent worked was requested. When the number and street name were unknown, a description of the location, such as the building name or nearest street or intersection, was to be entered.

Persons who worked at more than one location during the reference week were asked to report the one at which they worked the greatest number of hours. Persons who regularly worked in several locations each day during the reference week were requested to give the address at which they began work each day. For cases in which daily work did not begin at a central place each day, the person was asked to provide as much information as possible to describe the area in which he or she worked most during the reference week.

In some tabulations, place-of-work locations may be defined as "in area of residence" and "outside area of residence." The area of residence may vary from table to table or even within a table, and refers to the particular area or areas shown. For example, in a table that provides data for counties, "in area of residence" refers to persons who worked in the same county in which they lived, while "outside area of residence" refers to persons whose workplace was located in a county different from the one in which they lived. Similarly, in a table that provides data for several types of areas, such as the State and its individual metropolitan areas (MA's), counties, and places, the place-of-work data will be variable and is determined by the geographic level (State, MA, county, or place) shown in each section of the tabulation.

In tabulations that present data for States, workplaces for the residents of the State may include, in addition to the State itself, each contiguous State. The category, "in noncontiguous State or abroad," includes persons who worked in a State that did not border their State of residence as well as persons who worked outside the United States.

In tabulations that present data for an MSA/PMSA, place-of-work locations are specified to show the main destinations of workers living in the MSA/PMSA. (For more information on metropolitan areas (MA's), see Appendix A, Area Classifications.) All place-of-work locations are identified with respect to the boundaries of the MSA/PMSA as "inside MSA/PMSA" or "outside MSA/PMSA." Locations within the MSA/PMSA are further divided into each central city, and each county or county balance. Selected large incorporated places also may be specified as places of work.

Within New England MSA/PMSA's, the places of work presented generally are cities and towns. Locations outside the MSA/PMSA are specified if they are important commuting destinations for residents of the MSA/PMSA, and may include adjoining MSA/PMSA's and their central cities, their component counties, large incorporated places, or counties, cities, or other geographic areas outside any MA. In tabulations for MSA/PMSA's in New England; Honolulu, Hawaii; and certain other MA's, some place-of-work locations are identified as "areas" (e.g., Area 1, Area 5, Area 12, etc.). Such areas consist of groups of towns, cities, census designated places (Honolulu MSA only), or counties that have been identified as unique place-of-work destinations. When an adjoining MSA/PMSA or MSA/PMSA remainder is specified as a place-of-work location, its components are not defined. However, the components are presented in the 1990 CP-1, General Population Characteristics for Metropolitan Areas and the 1990 CH-1, General Housing Characteristics for Metropolitan Areas reports. In tabulations that present data for census tracts outside MA's, place-of-work locations are defined as "in county of residence" and "outside county of residence."

In areas where the workplace address was coded to the block level, persons were tabulated as working inside or outside a specific place based on the location of that address, regardless of the response to question 22c concerning city/town limits. In areas where it was impossible to code the workplace address to the block level, persons were tabulated as working in a place if a place name was reported in question 22b and the response to question 22c was either "Yes" or the item was left blank. In selected areas, census designated places (CDP's) may appear in the tabulations as places of work. The accuracy of place-of-work data for CDP's may be affected by the extent to which their census names were familiar to respondents, and by coding problems caused by similarities between the CDP name and the names of other geographic jurisdictions in the same vicinity.

Place-of-work data are given for selected minor civil divisions (generally, cities, towns, and townships) in the nine Northeastern States, based on the responses to the place-of-work question. Many towns and townships are regarded locally as equivalent to a place and therefore, were reported as the place of work. When a respondent reported a locality or incorporated place that formed a part of a township or town, the coding and tabulating procedure was designed to include the response in the total for the township or town. The accuracy of the place-of-work data for

minor civil divisions is greatest for the New England States. However, the data for some New England towns, for towns in New York, and for townships in New Jersey and Pennsylvania may be affected by coding problems that resulted from the unfamiliarity of the respondent with the minor civil division in which the workplace was located or when a township and a city or borough of the same or similar name are located close together.

Place-of-work data may show a few workers who made unlikely daily work trips (e.g., workers who lived in New York and worked in California). This result is attributable to persons who worked during the reference week at a location that was different from their usual place of work, such as persons away from home on business.

Comparability--The wording of the question on place of work was substantially the same in the 1990 census as it was in 1980. However, data on place of work from the 1990 census are based on the full census sample, while data from the 1980 census were based on only about one-half of the full sample.

For the 1980 census, nonresponse or incomplete responses to the place-of-work question were not allocated, resulting in the use of "not reported" categories in the 1980 publications. However, for the 1990 census, when place of work was not reported or the response was incomplete, a work location was allocated to the person based on their means of transportation to work, travel time to work, industry, and location of residence and workplace of others. The 1990 publications, therefore, do not contain a "not reported" category for the place-of-work data.

Comparisons between 1980 and 1990 census data on the gross number of workers in particular commuting flows, or the total number of persons working in an area, should be made with extreme caution. Any apparent increase in the magnitude of the gross numbers may be due solely to the fact that for 1990 the "not reported" cases have been distributed among specific place-of-work destinations, instead of tallied in a separate category as in 1980.

Limitation of the Data--The data on place of work relate to a reference week; that is, the calendar week preceding the date on which the respondents completed their questionnaires or were interviewed by enumerators. This week is not the same for all respondents because the enumeration was not completed in 1 week. However, for the majority of persons, the reference week for the 1990 census is the last week in March 1990. The lack of a uniform reference week means that the place-of-work data reported in the census will not exactly match the distribution of workplace locations observed or measured during an actual work-week.

The place-of-work data are estimates of persons 16 years old and over who were both employed and at work during the reference week (including persons in the Armed Forces). Persons who did not work during the reference week but had jobs or businesses from which they were temporarily absent due to illness, bad weather, industrial dispute, vacation, or other personal reasons are not included in the place-of-work data. Therefore, the data on place of work understate the total number of jobs or total employment in a geographic area during the reference week. It also should be noted that persons who had irregular, casual, or unstructured jobs during the reference week may have erroneously reported themselves as not working.

The address where the individual worked most often during the reference week was recorded on the census questionnaire. If a worker held two jobs, only data about the primary job (the one worked the greatest number of hours during the preceding week) was requested. Persons who regularly worked in several locations during the reference week were requested to give the address at which they began work each day. For cases in which daily work was not begun at a central place each day, the person was asked to provide as much information as possible to describe the area in which he or she worked most during the reference week.

Means of Transportation to Work--The data on means of transportation to work were derived from answers to questionnaire item 23a, which was asked of persons who indicated in question 21 that they worked at some time during the reference week. (For more information, see discussion under "Reference Week.") Means of transportation to work refers to the principal mode of travel or type of conveyance that the person usually used to get from home to work during the reference week.

Persons who used different means of transportation on different days of the week were asked to specify the one they used most often, that is, the greatest number of days. Persons who used more than one means of transportation to get to work each day were asked to report the one used for the longest distance during the work trip. The category, "Car, truck, or van," includes workers using a car (including company cars but excluding taxicabs), a truck of one-ton capacity or less, or a van. The category, "Public transportation," includes workers who used a bus or trolley bus, streetcar or trolley car, subway or elevated, railroad, ferryboat, or taxicab even if each mode is not shown separately in the tabulation. The category, "Other means," includes workers who used a mode of travel which is not identified separately within the data distribution. The category, "Other means," may vary from table to table, depending on the amount of detail shown in a particular distribution.

The means of transportation data for some areas may show workers using modes of public transportation that are not

available in those areas (e.g., subway or elevated riders in an MA where there actually is no subway or elevated service). This result is largely due to persons who worked during the reference week at a location that was different from their usual place of work (such as persons away from home on business in an area where subway service was available) and persons who used more than one means of transportation each day but whose principal means was unavailable where they lived (for example, residents of nonmetropolitan areas who drove to the fringe of an MA and took the commuter railroad most of the distance to work).

Private Vehicle Occupancy--The data on private vehicle occupancy were derived from answers to questionnaire item 23b. This question was asked of persons who indicated in question 21 that they worked at some time during the reference week and who reported in question 23a that their means of transportation to work was "Car, truck, or van." (For more information, see discussion under "Reference Week.")

Private vehicle occupancy refers to the number of persons who usually rode to work in the vehicle during the reference week. The category, "Drove alone," includes persons who usually drove alone to work as well as persons who were driven to work by someone who then drove back home or to a nonwork destination. The category, "Carpooled," includes workers who reported that two or more persons usually rode to work in the vehicle during the reference week.

Persons Per Car, Truck, or Van--This is obtained by dividing the number of persons who reported using a car, truck, or van to get to work by the number of such vehicles that they used. The number of vehicles used is derived by counting each person who drove alone as one vehicle, each person who reported being in a two-person carpool as one-half vehicle, each person who reported being in a three-person carpool as one-third vehicle, and so on, and then summing all the vehicles.

Time Leaving Home to Go to Work--The data on time leaving home to go to work were derived from answers to questionnaire item 24a. This question was asked of persons who indicated in question 21 that they worked at some time during the reference week and who reported in question 23a that they worked outside their home. The departure time refers to the time of day that the person usually left home to go to work during the reference week. (For more information, see discussion under "Reference Week.")

Travel Time to Work--The data on travel time to work were derived from answers to questionnaire item 24b. This question was asked of persons who indicated in question 21 that they worked at some time during the reference week and who reported in question 23a that they worked outside their home. Travel time to work refers to the total number of minutes that it usually took the person to get from home to work during the reference week. The elapsed time includes time spent waiting for public transportation, picking up passengers in carpools, and time spent in other activities related to getting to work. (For more information, see discussion under "Reference Week.")

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

Language Spoken at Home--Data on language spoken at home were derived from the answers to questionnaire items 15a and 15b, which were asked of a sample of persons born before April 1, 1985. Instructions mailed with the 1990 census questionnaire stated that a respondent should mark "Yes" in question 15a if the person sometimes or always spoke a language other than English at home and should not mark "Yes" if a language was spoken only at school or if speaking was limited to a few expressions or slang. For question 15b, respondents were instructed to print the name of the non-English language spoken at home. If the person spoke more than one language other than English, the person was to report the language spoken more often or the language learned first.

The cover of the census questionnaire included information in Spanish which provided a telephone number for respondents to call to request a census questionnaire and instructions in Spanish. Instruction guides were also available in 32 other languages to assist enumerators who encountered households or respondents who spoke no English.

Questions 15a and 15b referred to languages spoken at home in an effort to measure the current use of languages other than English. Persons who knew languages other than English but did not use them at home or who only used them elsewhere were excluded. Persons who reported speaking a language other than English at home may also speak English; however, the questions did not permit determination of the main or dominant language of persons who spoke both English and another language. (For more information, see discussion below on "Ability to Speak English.")

For persons who indicated that they spoke a language other than English at home in question 15a, but failed to specify the name of the language in question 15b, the language was assigned based on the language of other speakers in the household; on the language of a person of the same Spanish origin or detailed race group living in the same or a nearby area; or on a person of the same ancestry or place of birth. In all cases where a person was assigned a non-English language, it was assumed that the language was spoken at home. Persons for whom the name of a language other than English was entered in question 15b, and for

whom question 15a was blank were assumed to speak that language at home.

The write-in responses listed in question 15b (specific language spoken) were transcribed onto computer files and coded into more than 380 detailed language categories using an automated coding system. The automated procedure compared write-in responses reported by respondents with entries in a computer dictionary, which initially contained approximately 2,000 language names. The dictionary was updated with a large number of new names, variations in spelling, and a small number of residual categories. Each write-in response was given a numeric code that was associated with one of the detailed categories in the dictionary. If the respondent listed more than one non-English language, only the first was coded.

The write-in responses represented the names people used for languages they speak. They may not match the names or categories used by linguists. The sets of categories used are sometimes geographic and sometimes linguistic. Figure 1 provides an illustration of the content of the classification schemes used to present language data. For more information, write to the Chief, Population Division, U.S. Bureau of the Census, Washington, DC 20233.

Household Language--In households where one or more persons (age 5 years old or over) speak a language other than English, the household language assigned to all household members is the non-English language spoken by the first person with a non-English language in the following order:

householder, spouse, parent, sibling, child, grandchild, other relative, stepchild, unmarried partner, housemate or roommate, roomer, boarder, or foster child, or other nonrelative. Thus, persons who speak only English may have a non-English household language assigned to them in tabulations of persons by household language.

Ability to Speak English--Persons 5 years old and over who reported that they spoke a language other than English in question 15a were also asked in question 15c to indicate their ability to speak English based on one of the following categories: "Very well," "Well," "Not well," or "Not at all."

The data on ability to speak English represent the person's own perception about his or her own ability or, because census questionnaires are usually completed by one household member, the responses may represent the perception of another household member. The instruction guides and questionnaires that were mailed to households did not include any information on how to interpret the response categories in question 15c.

Persons who reported that they spoke a language other than English at home but whose ability to speak English was not reported, were assigned the English-language ability of a randomly selected person of the same age, Spanish origin, nativity and year of entry, and language group.

Linguistic Isolation-- A household in which no person age 14 years or over speaks only English and no person age 14 years or over who speaks a language other than English speaks English "Very well" is classified as "linguistically isolated." All the members of a linguistically isolated household are tabulated as linguistically isolated, including members under age 14 years who may speak only English.

Limitation of the Data--Persons who speak a language other than English at home may have first learned that language at school. However, these persons would be expected to indicate that they spoke English "Very well." Persons who speak a language other than English, but do not do so at home, should have been reported as not speaking a language other than English at home.

The extreme detail in which language names were coded may give a false impression of the linguistic precision of these data. The names used by speakers of a language to identify it may reflect ethnic, geographic, or political affiliations and do not necessarily respect linguistic distinctions. The categories shown in the tabulations were chosen on a number of criteria, such as information about the number of speakers of each language that might be expected in a sample of the United States population.

Comparability--Information on language has been collected in every census since 1890. The comparability of data among censuses is limited by changes in question wording, by the subpopulations to whom the question was addressed, and by the detail that was published.

The same question on language was asked in the 1980 and 1990 censuses. This question on the current language spoken at home replaced the questions asked in prior censuses on mother tongue; that is, the language other than English spoken in the person's home when he or she was a child; one's first language; or the language spoken before immigrating to the United States. The censuses of 1910-1940, 1960 and 1970 included questions on mother tongue. A change in coding procedure from 1980 to 1990 should have improved accuracy of coding and may affect the number of persons reported in some of the 380 plus categories. It should not greatly affect the 4-group or 25- group lists. In 1980, coding clerks supplied numeric codes for the written entries on each questionnaire using a 2,000 name reference list. In 1990 written entries were transcribed to a computer file and matched to a computer dictionary which began with the 2,000 name list, but expanded as unmatched names were referred to headquarters specialists for resolution.

The question on ability to speak English was asked for the first time in 1980. In tabulations from 1980, the categories "Very well" and "Well" were combined. Data from other surveys suggested a major difference between the category "Very well" and the remaining categories. In tabulations showing ability to speak English, persons who reported that they spoke English "Very well" are presented separately from persons who reported their ability to speak English as less than "Very well."

MARITAL STATUS

Data on marital status were derived from answers to questionnaire item 6, which was asked of all persons. The marital status classification refers to the status at the time of enumeration. Data on marital status are tabulated only for persons 15 years old and over.

All persons were asked whether they were "now married," "widowed," "divorced," "separated," or "never married." Couples who live together (unmarried persons, persons in common-law marriages) were allowed to report the marital status they considered the most appropriate.

Never Married--Includes all persons who have never been married, including persons whose only marriage(s) was annulled.

Ever Married--Includes persons married at the time of enumeration (including those separated), widowed, or divorced.

Now Married, Except Separated--Includes persons whose current marriage has not ended through widowhood, divorce, or separation (regardless of previous marital history). The category may also include couples who live together or persons in common-law marriages if they consider this category the most appropriate. In certain tabulations, currently married persons are further classified as "spouse present" or "spouse absent."

Separated--Includes persons legally separated or otherwise absent from their spouse because of marital discord. Included are persons who have been deserted or who have parted because they no longer want to live together but who have not obtained a divorce.

Widowed--Includes widows and widowers who have not remarried.

Divorced--Includes persons who are legally divorced and who have not remarried.

In selected sample tabulations, data for married and separated persons are reorganized and combined with information on the presence of the spouse in the same household.

Now Married--All persons whose current marriage has not ended by widowhood or divorce. This category includes persons defined above as "separated."

Spouse Present--Married persons whose wife or husband was enumerated as a member of the same household, including those whose spouse may have been temporarily absent for such reasons as travel or hospitalization.

Spouse Absent--Married persons whose wife or husband was not enumerated as a member of the same household. This category also includes all married persons living in group quarters.

Separated--Defined above.

Spouse Absent, Other--Married persons whose wife or husband was not enumerated as a member of the same household, excluding separated. Included is any person whose spouse was employed and living away from home or in an institution or absent in the Armed Forces.

Differences between the number of currently married males and the number of currently married females occur because of reporting differences and because some husbands and wives have their usual residence in different areas. In sample tabulations, these differences can also occur because different weights are applied to the individual's data. Any differences between the number of "now married, spouse present" males and females are due solely to sample weighting. By definition, the numbers would be the same.

When marital status was not reported, it was imputed according to the relationship to the householder and sex and age of the person. (For more information on imputation, see Appendix C, Accuracy of the Data.)

Comparability--The 1990 marital status definitions are the same as those used in 1980 with the exception of the term "never married" which replaces the term "single" in tabulations. A general marital status question has been asked in every census since 1880.

MOBILITY LIMITATION STATUS

Data on mobility limitation status were derived from answers to questionnaire item 19a, which was asked of a sample of persons 15 years old and over. Persons were identified as having a mobility limitation if they had a health condition that had lasted for 6 or more months and which made it difficult to go outside the home alone. Examples of outside activities on the questionnaire included shopping and visiting the doctor's office.

The term "health condition" referred to both physical and mental conditions. A temporary health problem, such as a

broken bone that was expected to heal normally, was not considered a health condition.

Comparability--This was the first time that a question on mobility limitation was included in the census.

PLACE OF BIRTH

Data on place of birth were derived from answers to questionnaire item 8, which was asked on a sample basis. The place-of-birth question asked respondents to report the U.S. State, commonwealth or territory, or the foreign country where they were born. Persons born outside the United States were asked to report their place of birth according to current international boundaries. Since numerous changes in boundaries of foreign countries have occurred in the last century, some persons may have reported their place of birth in terms of boundaries that existed at the time of their birth or emigration, or in accordance with their own national preference.

Persons not reporting place of birth were assigned the birthplace of another family member or were allocated the response of another person with similar characteristics. Persons allocated as foreign born were not assigned a specific country of birth but were classified as "Born abroad, country not specified."

Nativity--Information on place of birth and citizenship were used to classify the population into two major categories: native and foreign born. When information on place of birth was not reported, nativity was assigned on the basis of answers to citizenship, if reported, and other characteristics.

Native--Includes persons born in the United States, Puerto Rico, or an outlying area of the United States. The small number of persons who were born in a foreign country but have at least one American parent also are included in this category.

The native population is classified in the following groups: persons born in the State in which they resided at the time of the census; persons born in a different State, by region; persons born in Puerto Rico or an outlying area of the U.S.; and persons born abroad with at least one American parent.

Foreign Born--Includes persons not classified as "Native." Prior to the 1970 census, persons not reporting place of birth were generally classified as native.

The foreign-born population is shown by selected area, country, or region of birth: the places of birth shown in data products were selected based on the number of respondents who reported that area or country of birth.

Comparability--Data on the State of birth of the native population have been collected in each census beginning with that of 1850. Similar data were shown in tabulations for the 1980 census and other recent censuses. Nonresponse was allocated in a similar manner in 1980; however, prior to 1980, nonresponse to the place of birth question was not allocated. Prior to the 1970 census, persons not reporting place of birth were generally classified as native.

The questionnaire instruction to report mother's State of residence instead of the person's actual State of birth (if born in a hospital in a different State) was dropped in 1990. Evaluation studies of 1970 and 1980 census data demonstrated that this instruction was generally either ignored or misunderstood. Since the hospital and the mother's residence is in the same State for most births, this change may have a slight effect on State of birth data for States with large metropolitan areas that straddle State lines.

POVERTY STATUS IN 1989

Data on poverty status were derived from answers to the same questions as the income data, questionnaire items 32 and 33. (For more information, see the discussion under "Income in 1989.") Poverty statistics presented in census publications were based on a definition originated by the Social Security Administration in 1964 and subsequently modified by Federal interagency committees in 1969 and 1980 and prescribed by the Office of Management and Budget in Directive 14 as the standard to be used by Federal agencies for statistical purposes.

At the core of this definition was the 1961 economy food plan, the least costly of four nutritionally adequate food plans designed by the Department of Agriculture. It was determined from the Agriculture Department's 1955 survey of food consumption that families of three or more persons spend approximately one-third of their income on food; hence, the poverty level for these families was set at three times the cost of the economy food plan. For smaller families and persons living alone, the cost of the economy food plan was multiplied by factors that were slightly higher to compensate for the relatively larger fixed expenses for these smaller households.

The income cutoffs used by the Census Bureau to determine the poverty status of families and unrelated individuals included a set of 48 thresholds arranged in a two-dimensional matrix consisting of family size (from one person to nine or more persons) cross-classified by presence and number of family members under 18 years old (from no children present to eight or more children present). Unrelated individuals and two-person families were further differentiated by age of the householder (under 65 years old and 65 years old and over).

The total income of each family or unrelated individual in the sample was tested against the appropriate poverty threshold to determine the poverty status of that family or unrelated individual. If the total income was less than the corresponding cutoff, the family or unrelated individual was classified as "below the poverty level." The number of persons below the poverty level was the sum of the number of persons in families with incomes below the poverty level and the number of unrelated individuals with incomes below the poverty level.

The poverty thresholds are revised annually to allow for changes in the cost of living as reflected in the Consumer Price Index. The average poverty threshold for a family of four persons was $12,674 in 1989. (For more information, see table A below.) Poverty thresholds were applied on a national basis and were not adjusted for regional, State or local variations in the cost of living. For a detailed discussion of the poverty definition, see U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 171, Poverty in the United States: 1988 and 1989.

Persons for Whom Poverty Status is Determined-- Poverty status was determined for all persons except institutionalized persons, persons in military group quarters and in college dormitories, and unrelated individuals under 15 years old. These groups also were excluded from the denominator when calculating poverty rates.

Specified Poverty Levels--Since the poverty levels currently in use by the Federal Government do not meet all the needs of data users, some of the data are presented for alternate levels. These specified poverty levels are obtained by multiplying the income cutoffs at the poverty level by the appropriate factor. For example, the average income cutoff at 125 percent of poverty level was $15,843 ($12,674 x 1.25) in 1989 for a family of four persons.

Weighted Average Thresholds at the Poverty Level--The average thresholds shown in the first column of table A are weighted by the presence and number of children. For example, the weighted average threshold for a given family size is obtained by multiplying the threshold for each presence and number of children category within the given family size by the number of families in that category. These products are then aggregated across the entire range of presence and number of children categories, and the aggregate is divided by the total number of families in the group to yield the weighted average threshold at the poverty level for that family size.

Since the basic thresholds used to determine the poverty status of families and unrelated individuals are applied to all families and unrelated individuals, the weighted average poverty thresholds are derived using all families and unrelated individuals rather than just those classified as being below the poverty level. To obtain the weighted poverty thresholds for families and unrelated individuals below alternate poverty levels, the weighted thresholds shown in table A may be multiplied directly by the appropriate factor. The weighted average thresholds presented in the table are based on the March 1990 Current Population Survey. However, these thresholds would not differ significantly from those based on the 1990 census.

Income Deficit--Represents the difference between the total income of families and unrelated individuals below the poverty level and their respective poverty thresholds. In computing the income deficit, families reporting a net income loss are assigned zero dollars and for such cases the deficit is equal to the poverty threshold.

This measure provided an estimate of the amount which would be required to raise the incomes of all poor families and unrelated individuals to their respective poverty thresholds. The income deficit is thus a measure of the degree of impoverishment of a family or unrelated individual. However, caution must be used in comparing the average deficits of families with different characteristics. Apparent differences in average income deficits may, to some extent, be a function of differences in family size.

Mean Income Deficit--Represents the amount obtained by dividing the total income deficit of a group below the poverty level by the number of families (or unrelated individuals) in that group.

Comparability--The poverty definition used in the 1990 and 1980 censuses differed slightly from the one used in the 1970 census. Three technical modifications were made to the definition used in the 1970 census as described below:

1. The separate thresholds for families with a female householder with no husband present and all other families were eliminated. For the 1980 and 1990 censuses, the weighted average of the poverty thresholds for these two types of families was applied to all types of families, regardless of the sex of the householder.

2. Farm families and farm unrelated individuals no longer had a set of poverty thresholds that were lower than the thresholds applied to nonfarm families and unrelated individuals. The farm thresholds were 85 percent of the corresponding levels for nonfarm families in the 1970 census. The same thresholds were applied to all families and unrelated individuals regardless of residence in 1980 and 1990.

3. The thresholds by size of family were extended from seven or more persons in 1970 to nine or more persons in 1980 and 1990.

These changes resulted in a minimal increase in the number of poor at the national level. For a complete dis-

cussion of these modifications and their impact, see the Current Population Reports, Series P-60, No. 133.

The population covered in the poverty statistics derived from the 1980 and 1990 censuses was essentially the same as in the 1970 census. The only difference was that in 1980 and 1990, unrelated individuals under 15 years old were excluded from the poverty universe, while in 1970, only those under 14 years old were excluded. The poverty data from the 1960 census excluded all persons in group quarters and included all unrelated individuals regardless of age. It was unlikely that these differences in population coverage would have had significant impact when comparing the poverty data for persons since the 1960 censuses.

Current Population Survey--Because of differences in the questionnaires and data collection procedures, estimates of the number of persons below the poverty level by various characteristics from the 1990 census may differ from those reported in the March 1990 Current Population Survey.

PRE-SCHOOL CHILDREN

Children who are attending a pre-kindergarten program or would be in such a program if they were enrolled in school.

RACE

Data on race were derived from answers to questionnaire item 4, which was asked of all persons. The concept of race as used by the Census Bureau reflects self-identification; it does not denote any clear-cut scientific definition of biological stock. The data for race represent self-classification by people according to the race with which they most closely identify. Furthermore, it is recognized that the categories of the race item include both racial and national origin or socio-cultural groups.

During direct interviews conducted by enumerators, if a person could not provide a single response to the race question, he or she was asked to select, based on self-identification, the group which best described his or her racial identity. If a person could not provide a single race response, the race of the mother was used. If a single race response could not be provided for the person's mother, the first race reported by the person was used. In all cases where occupied housing units, households, or families are classified by race, the race of the householder was used.

The racial classification used by the Census Bureau generally adheres to the guidelines in Federal Statistical Directive No. 15, issued by the Office of Management and Budget, which provides standards on ethnic and racial categories for statistical reporting to be used by all Federal agencies. The racial categories used in the 1990 census data products are provided below.

White--Includes persons who indicated their race as "White" or reported entries such as Canadian, German, Italian, Lebanese, Near Easterner, Arab, or Polish.

Black--Includes persons who indicated their race as "Black or Negro" or reported entries such as African American, Afro-American, Black Puerto Rican, Jamaican, Nigerian, West Indian, or Haitian.

American Indian, Eskimo, or Aleut--Includes persons who classified themselves as such in one of the specific race categories identified below.

American Indian--Includes persons who indicated their race as "American Indian," entered the name of an Indian tribe, or reported such entries as Canadian Indian, French-American Indian, or Spanish-American Indian.

American Indian Tribe--Persons who identified themselves as American Indian were asked to report their enrolled or principal tribe. Therefore, tribal data in tabulations reflect the written tribal entries reported on the questionnaires. Some of the entries (for example, Iroquois, Sioux, Colorado River, and Flathead) represent nations or reservations.

The information on tribe is based on self-identification and therefore does not reflect any designation of Federally- or State-recognized tribe. Information on American Indian tribes is presented in summary tape files and special data products. The information is derived from the American Indian Detailed Tribal Classification List for the 1990 census. The classification list represents all tribes, bands, and clans that had a specified number of American Indians reported on the census questionnaire.

Eskimo--Includes persons who indicated their race as "Eskimo" or reported entries such as Arctic Slope, Inupiat, and Yupik.

Aleut--Includes persons who indicated their race as "Aleut" or reported entries such as Alutiiq, Egegik, and Pribilovian.

Asian or Pacific Islander--Includes persons who reported in one of the Asian or Pacific Islander groups listed on the questionnaire or who provided write-in responses such as Thai, Nepali, or Tongan. A more detailed listing of the groups comprising the Asian or Pacific Islander population is presented in figure 2 below. In some data products, information is presented separately for the Asian population and the Pacific Islander population.

Asian--Includes "Chinese," "Filipino," "Japanese," "Asian Indian," "Korean," "Vietnamese," and "Other Asian." In some tables, "Other Asian" may not be shown separately, but is included in the total Asian population.

Chinese--Includes persons who indicated their race as "Chinese" or who identified themselves as Cantonese, Tibetan, or Chinese American. In standard census reports, persons who reported as "Taiwanese" or "Formosan" are included here with Chinese. In special reports on the Asian or Pacific Islander population, information on persons who identified themselves as Taiwanese are shown separately.

Filipino--Includes persons who indicated their race as "Filipino" or reported entries such as Philipino, Philipine, or Filipino American.

Japanese--Includes persons who indicated their race as "Japanese" and persons who identified themselves as Nipponese or Japanese American.

Asian Indian--Includes persons who indicated their race as "Asian Indian" and persons who identified themselves as Bengalese, Bharat, Dravidian, East Indian, or Goanese.

Korean--Includes persons who indicated their race as "Korean" and persons who identified themselves as Korean American.

Vietnamese--Includes persons who indicated their race as "Vietnamese" and persons who identified themselves as Vietnamese American.

Cambodian--Includes persons who provided a write-in response such as Cambodian or Cambodia.

Hmong--Includes persons who provided a write-in response such as Hmong, Laohmong, or Mong.

Laotian--Includes persons who provided a write-in response such as Laotian, Laos, or Lao.

Thai--Includes persons who provided a write-in response such as Thai, Thailand, or Siamese.

Other Asian--Includes persons who provided a write-in response of Bangladeshi, Burmese, Indonesian, Pakistani, Sri Lankan, Amerasian, or Eurasian. See figure 2 for other groups comprising "Other Asian."

Pacific Islander--Includes persons who indicated their race as "Pacific Islander" by classifying themselves into one of the following groups or identifying themselves as one of the Pacific Islander cultural groups of Polynesian, Micronesian, or Melanesian.

Hawaiian--Includes persons who indicated their race as "Hawaiian" as well as persons who identified themselves as Part Hawaiian or Native Hawaiian.

Samoan--Includes persons who indicated their race as "Samoan" or persons who identified themselves as American Samoan or Western Samoan.

Guamanian--Includes persons who indicated their race as "Guamanian" or persons who identified themselves as Chamorro or Guam.

Other Pacific Islander--Includes persons who provided a write-in response of a Pacific Islander group such as Tahitian, Northern Mariana Islander, Palauan, Fijian, or a cultural group such as Polynesian, Micronesian, or Melanesian. See figure 2 for other groups comprising "Other Pacific Islander."

Other Race--Includes all other persons not included in the "White," "Black," "American Indian, Eskimo, or Aleut," and the "Asian or Pacific Islander" race categories described above. Persons reporting in the "Other race" category and providing write-in entries such as multiracial, multiethnic, mixed, interracial, Wesort, or a Spanish/Hispanic origin group (such as Mexican, Cuban, or Puerto Rican) are included here.

Written entries to three categories on the race item--"Indian (Amer.)," "Other Asian or Pacific Islander (API)," and "Other race"--were reviewed, edited, and coded by subject matter specialists. (For more information on the coding operation, see the section below that discusses "Comparability.")

The written entries under "Indian (Amer.)" and "Other Asian or Pacific Islander (API)" were reviewed and coded during 100-percent processing of the 1990 census questionnaires. A substantial portion of the entries for the "Other race" category also were reviewed, edited, and coded during the 100-percent processing. The remaining entries under "Other race" underwent review and coding during sample processing. Most of the written entries reviewed and coded during sample processing were those indicating Hispanic origin such as Mexican, Cuban, or Puerto Rican.

If the race entry for a member of a household was missing on the questionnaire, race was assigned based upon the reported entries of race by other household members using specific rules of precedence of household relationship. For example, if race was missing for the daughter of the householder, then the race of her mother (as female householder or female spouse) would be assigned. If there was no female householder or spouse in the household, the daughter would be assigned her father's (male householder) race. If race was not reported for anyone in the household, the race of a householder in a previously processed household was assigned. This procedure is a variation of the general imputation procedures described in Appendix C, Accuracy of the Data.

Limitation of the Data--In the 1980 census, a relatively

high proportion (20 percent) of American Indians did not report any tribal entry in the race item. Evaluation of the pre-census tests indicated that changes made for the 1990 race item should improve the reporting of tribes in the rural areas (especially on reservations) for the 1990 census. The results for urban areas were inconclusive. Also, the precensus tests indicated that there may be overreporting of the Cherokee tribe. An evaluation of 1980 census data showed overreporting of Cherokee in urban areas or areas where the number of American Indians was sparse.

In the 1990 census, respondents sometimes did not fill in a circle or filled the "Other race" circle and wrote in a response, such as Arab, Polish, or African American in the shared write-in box for "Other race" and "Other API" responses. During the automated coding process, these responses were edited and assigned to the appropriate racial designation. Also, some Hispanic origin persons did not fill in a circle, but provided entries such as Mexican or Puerto Rican. These persons were classified in the "Other race" category during the coding and editing process. There may be some minor differences between sample data and 100- percent data because sample processing included additional edits not included in the 100-percent processing.

Comparability--Differences between the 1990 census and earlier censuses affect the comparability of data for certain racial groups and American Indian tribes. The 1990 census was the first census to undertake, on a 100- percent basis, an automated review, edit, and coding operation for written responses to the race item. The automated coding system used in the 1990 census greatly reduced the potential for error associated with a clerical review. Specialists with a thorough knowledge of the race subject matter reviewed, edited, coded, and resolved inconsistent or incomplete responses. In the 1980 census, there was only a limited clerical review of the race responses on the 100-percent forms with a full clerical review conducted only on the sample questionnaires.

Another major difference between the 1990 and preceding censuses is the handling of the write-in responses for the Asian or Pacific Islander populations. In addition to the nine Asian or Pacific Islander categories shown on the questionnaire under the spanner "Asian or Pacific Islander (API)," the 1990 census race item provided a new residual category, "Other API," for Asian or Pacific Islander persons who did not report in one of the listed Asian or Pacific Islander groups. During the coding operation, write-in responses for "Other API" were reviewed, coded, and assigned to the appropriate classification. For example, in 1990, a write-in entry of Laotian, Thai, or Javanese is classified as "Other Asian," while a write-in entry of Tongan or Fijian is classified as "Other Pacific Islander." In the 1990 census, these persons were able to identify as "Other API" in both the 100-percent and sample operations.

In the 1980 census, the nine Asian or Pacific Islander groups were also listed separately. However, persons not belonging to these nine groups wrote in their specific racial group under the "Other" race category. Persons with a written entry such as Laotian, Thai, or Tongan, were tabulated and published as "Other race" in the 100- percent processing operation in 1980, but were reclassified as "Other Asian and Pacific Islander" in 1980 sample tabulations. In 1980 special reports on the Asian or Pacific Islander populations, data were shown separately for "Other Asian" and "Other Pacific Islander."

The 1970 questionnaire did not have separate race categories for Asian Indian, Vietnamese, Samoan, and Guamanian. These persons indicated their race in the "Other" category and later, through the editing process, were assigned to a specific group. For example, in 1970, Asian Indians were reclassified as "White," while Vietnamese, Guamanians, and Samoans were included in the "Other" category.

Another difference between 1990 and preceding censuses is the approach taken when persons of Spanish/Hispanic origin did not report in a specific race category but reported as "Other race" or "Other." These persons commonly provided a write-in entry such as Mexican, Venezuelan, or Latino. In the 1990 and 1980 censuses, these entries remained in the "Other race" or "Other" category, respectively. In the 1970 census, most of these persons were included in the "White" category.

## REFERENCE WEEK

Data on labor force status and journey to work were related to the reference week; that is, the calendar week preceding the date on which the respondents completed their questionnaires or were interviewed by enumerators. This week is not the same for all respondents since the enumeration was not completed in one week. The occurrence of holidays during the enumeration period could affect the data on actual hours worked during the reference week, but probably had no effect on overall measurement of employment status (see the discussion below on "Comparability").

Comparability--The reference weeks for the 1990 and 1980 censuses differ in that Passover and Good Friday occurred in the first week of April 1980, but in the second week of April 1990. Many workers presumably took time off for those observances. The differing occurrence of these holidays could affect the comparability of the 1990 and 1980 data on actual hours worked for some areas if the respective weeks were the reference weeks for a significant number of persons. The holidays probably did not affect the overall measurement of employment status since this information was based on work activity during the entire

reference week.

RELEVANT CHILDREN POPULATION

The total relevant children population for this tabulation is children 3 to 19 years of age who are not high school graduates. For states, counties and consolidated districts, this entire group is assigned as the relevant population.

For elementary and secondary districts, which co-exist on the same area, this group is divided between them based on grade. Children whose grade is equal to or less than the highest grade taught in the elementary district are assigned as relevant for the elementary district. The remainder are assigned as relevant for the secondary district.

The concept of relevant population applies only to school district tabulations. Since two or more school districts can cover the same earth surface area, the concept of relevant persons is used to designate that set of the population for which a school district is responsible.

RESIDENCE IN 1985

Data on residence in 1985 were derived from answers to question 14b, which asked for the State (or foreign country), county, and place of residence on April 1, 1985, for those persons reporting in question 14a that on that date they lived in a different house than their current residence. Residence in 1985 is used in conjunction with location of current residence to determine the extent of residential mobility of the population and the resulting redistribution of the population across the various States, metropolitan areas, and regions of the country.

When no information on residence in 1985 was reported for a person, information for other family members, if available, was used to assign a location of residence in 1985. All cases of nonresponse or incomplete response that were not assigned a previous residence based on information from other family members were allocated the previous residence of another person with similar characteristics who provided complete information.

The tabulation category, "Same house," includes all persons 5 years old and over who did not move during the 5 years as well as those who had moved but by 1990 had returned to their 1985 residence. The category, "Different house in the United States," includes persons who lived in the United States in 1985 but in a different house or apartment from the one they occupied on April 1, 1990. These movers are then further subdivided according to the type of move.

In most tabulations, movers are divided into three groups according to their 1985 residence: "Different house, same county," "Different county, same State," and "Different State." The last group may be further subdivided into region of residence in 1985. The category, "Abroad," includes those persons who were residing in a foreign country, Puerto Rico, or an outlying area of the U.S. in 1985, including members of the Armed Forces and their dependents. Some tabulations show movers who were residing in Puerto Rico or an outlying area in 1985 separately from those residing in other countries.

In tabulations for metropolitan areas, movers are categorized according to the metropolitan status of their current and previous residences, resulting in such groups as movers within an MSA/PMSA, movers between PMSA's, movers from nonmetropolitan areas to MSA/PMSA, and movers from central cities to the remainder of an MSA/PMSA. In some tabulations, these categories are further subdivided by size of MSA/PMSA, region of current or previous residence, or movers within or between central cities and the remainder of the same or a different MSA/PMSA.

The size categories used in some tabulations for both 1985 and 1990 residence refer to the populations of the MSA/PMSA on April 1, 1990; that is, at the end of the migration interval.

Some tabulations present data on inmigrants, outmigrants, and net migration. "Inmigrants" are generally defined as those persons who entered a specified area by crossing its boundary from some point outside the area. In some tabulations, movers from abroad are included in the number of inmigrants; in others, only movers within the United States are included.

"Outmigrants" are persons who depart from a specific area by crossing its boundary to a point outside it, but without leaving the United States. "Net migration" is calculated by subtracting the number of outmigrants from the number of inmigrants and, depending upon the particular tabulation, may or may not include movers from abroad. The net migration for the area is net inmigration if the result was positive and net outmigration if the result was negative. In the tabulations, net outmigration is indicated by a minus sign (-).

Inmigrants and outmigrants for States include only those persons who did not live in the same State in 1985 and 1990; that is, they exclude persons who moved between counties within the same State. Thus, the sum of the inmigrants to (or outmigrants from) all counties in any State is greater than the number of inmigrants to (or outmigrants from) that State. However, in the case of net migration, the sum of the nets for all the counties within a State equal the net for the State. In the same fashion, the net migration for a division or region equals the sum of the nets for the States comprising that division or region, while the number of inmigrants and outmigrants for that division

or region is less than the sum of the inmigrants or outmigrants for the individual States.

The number of persons who were living in a different house in 1985 is somewhat less than the total number of moves during the 5-year period. Some persons in the same house at the two dates had moved during the 5-year period but by the time of the census had returned to their 1985 residence. Other persons who were living in a different house had made one or more intermediate moves. For similar reasons, the number of persons living in a different county, MSA/PMSA, or State or moving between nonmetropolitan areas may be understated.

Comparability--Similar questions were asked on all previous censuses beginning in 1940, except the questions in 1950 referred to residence 1 year earlier rather than 5 years earlier. Although the questions in the 1940 census covered a 5-year period, comparability with that census was reduced somewhat because of different definitions and categories of tabulation. Comparability with the 1960 and 1970 census is also somewhat reduced because nonresponse was not allocated in those earlier censuses. For the 1980 census, nonresponse was allocated in a manner similar to the 1990 allocation scheme.

## SCHOOL ENROLLMENT AND LABOR FORCE STATUS

Tabulation of data on enrollment, educational attainment, and labor force status for the population 16 to 19 years old allows for calculation of the proportion of the age group who are not enrolled in school and not high school graduates or "dropouts" and an unemployment rate for the "dropout" population. Definitions of the three topics and descriptions of the census items from which they were derived are presented in "Educational Attainment," "Employment Status," and "School Enrollment and Type of School." The published tabulations include both the civilian and Armed Forces populations, but labor force status is provided for the civilian population only. Therefore, the component labor force statuses may not add to the total lines enrolled in school, high school graduate, and not high school graduate. The difference is Armed Forces.

Comparability--The tabulation of school enrollment by labor force status is similar to that published in 1980 census reports. The 1980 census tabulation included a single data line for Armed Forces; however, enrollment, attainment, and labor force status data were shown for the civilian population only. In 1970, a tabulation was included for 16 to 21 year old males not attending school.

## SCHOOL ENROLLMENT AND TYPE OF SCHOOL

Data on school enrollment were derived from answers to questionnaire item 11, which was asked of a sample of persons. Persons were classified as enrolled in school if they reported attending a "regular" public or private school or college at any time between February 1, 1990, and the time of enumeration. The question included instructions to "include only nursery school, kindergarten, elementary school, and schooling which would lead to a high school diploma or a college degree" as regular school. Instructions included in the 1990 respondent instruction guide, which was mailed with the census questionnaire, further specified that enrollment in a trade or business school, company training, or tutoring were not to be included unless the course would be accepted for credit at a regular elementary school, high school, or college. Persons who did not answer the enrollment question were assigned the enrollment status and type of school of a person with the same age, race or Hispanic origin, and, at older ages, sex, whose residence was in the same or a nearby area.

Public and Private School--Includes persons who attended school in the reference period and indicated they were enrolled by marking one of the questionnaire categories for either "public school, public college" or "private school, private college." The instruction guide defines a public school as "any school or college controlled and supported by a local, county, State, or Federal Government." "Schools supported and controlled primarily by religious organizations or other private groups" are defined as private. Persons who filled both the "public" and "private" circles are edited to the first entry, "public."

Level of School in Which Enrolled--Persons who were enrolled in school were classified as enrolled in "preprimary school," "elementary or high school," or "college" according to their response to question 12 (years of school completed or highest degree received). Persons who were enrolled and reported completing nursery school or less were classified as enrolled in "preprimary school," which includes kindergarten. Similarly, enrolled persons who had completed at least kindergarten, but not high school, were classified as enrolled in elementary or high school. Enrolled persons who reported completing high school or some college or having received a post- secondary degree were classified as enrolled in "college." Enrolled persons who reported completing the twelfth grade but receiving "NO DIPLOMA" were classified as enrolled in high school. (For more information on level of school, see the discussion under "Educational Attainment.")

Comparability--School enrollment questions have been included in the census since 1840; grade attended was first asked in 1940; type of school was first asked in 1960. Before 1940, the enrollment question in various censuses referred to attendance in the preceding six months or the preceding year. In 1940, the reference was to attendance in the month preceding the census, and in the 1950 and subsequent censuses, the question referred to attendance in the two months preceding the census date.

Until the 1910 census, there were no instructions limiting the kinds of schools in which enrollment was to be counted. Starting in 1910, the instructions indicated that attendance at "school, college, or any educational institution" was to be counted. In 1930 an instruction to include "night school" was added. In the 1940 instructions, night school, extension school, or vocational school were included only if the school was part of the regular school system. Correspondence school work of any kind was excluded. In the 1950 instructions, the term "regular school" was introduced, and it was defined as schooling which "advances a person towards an elementary or high school diploma or a college, university, or professional school degree." Vocational, trade, or business schools were excluded unless they were graded and considered part of a regular school system. On-the-job training was excluded, as was nursery school. Instruction by correspondence was excluded unless it was given by a regular school and counted towards promotion.

In 1960, the question used the term "regular school or college" and a similar, though expanded, definition of "regular" was included in the instructions, which continued to exclude nursery school. Because of the census' use of mailed questionnaires, the 1960 census was the first in which instructions were written for the respondent as well as enumerators. In the 1970 census, the questionnaire used the phrase "regular school or college" and included instructions to "count nursery school, kindergarten, and schooling which leads to an elementary school certificate, high school diploma, or college degree." Instructions in a separate document specified that to be counted as regular school, nursery school must include instruction as an important and integral phase of its program, and continued the exclusion of vocational, trade, and business schools. The 1980 census question was very similar to the 1970 question, but the separate instruction booklet did not require that nursery school include substantial instructional content in order to be counted.

The age range for which enrollment data have been obtained and published has varied over the censuses. Information on enrollment was recorded for persons of all ages in the 1930 and 1940 and 1970 through 1990; for persons under age 30, in 1950; and for persons age 5 to 34, in 1960. Most of the published enrollment figures referred to persons age 5 to 20 in the 1930 census, 5 to 24 in 1940, 5 to 29 in 1950, 5 to 34 in 1960, 3 to 34 in 1970, and 3 years old and over in 1980. This growth in the age group whose enrollment was reported reflects increased interest in the number of children in preprimary schools and in the number of older persons attending colleges and universities.

In the 1950 and subsequent censuses, college students were enumerated where they lived while attending college, whereas in earlier censuses, they generally were enumerated at their parental homes. This change should not affect the comparability of national figures on college enrollment since 1940; however, it may affect the comparability over time of enrollment figures at sub-national levels.

Type of school was first introduced in the 1960 census, where a separate question asked the enrolled persons whether they were in a "public" or "private" school. Since the 1970 census, the type of school was incorporated into the response categories for the enrollment question and the terms were changed to "public," "parochial," and "other private." In the 1980 census, "private, church related" and "private, not church related" replaced "parochial" and "other private."

Grade of enrollment was first available in the 1940 census, where it was obtained from responses to the question on highest grade of school completed. Enumerators were instructed that "for a person still in school, the last grade completed will be the grade preceding the one in which he or she was now enrolled." From 1950 to 1980, grade of enrollment was obtained from the highest grade attended in the two-part question used to measure educational attainment. (For more information, see the discussion under "Educational Attainment.") The form of the question from which level of enrollment was derived in the 1990 census most closely corresponds to the question used in 1940. While data from prior censuses can be aggregated to provide levels of enrollment comparable to the 1990 census, 1990 data cannot be disaggregated to show single grade of enrollment as in previous censuses.

Data on school enrollment were also collected and published by other Federal, State, and local government agencies. Where these data were obtained from administrative records of school systems and institutions of higher learning, they were only roughly comparable with data from population censuses and household surveys because of differences in definitions and concepts, subject matter covered, time references, and enumeration methods. At the local level, the difference between the location of the institution and the residence of the student may affect the comparability of census and administrative data. Differences between the boundaries of school districts and census geographic units also may affect these comparisons.

SELF-CARE LIMITATION STATUS

The data on self-care limitation status were derived from answers to questionnaire item 19b, which was asked of a sample of persons 15 years old and over. Persons were identified as having a self-care limitation if they had a health condition that had lasted for 6 or more months and which made it difficult to take care of their own personal needs, such as dressing, bathing, or getting around inside the home.

The term "health condition" referred to both physical and mental conditions. A temporary health problem, such as a broken bone that was expected to heal normally was not considered a health condition.

Comparability--This was the first time that a question on self-care limitation was included in the census.

SEX

The data on sex were derived from answers to questionnaire item 3, which was asked of all persons. For most cases in which sex was not reported, it was determined by the appropriate entry from the person's given name and household relationship. Otherwise, sex was imputed according to the relationship to the householder and the age and marital status of the person. For more information on imputation, see Appendix C, Accuracy of the Data.

Sex Ratio--A measure derived by dividing the total number of males by the total number of females and multiplying by 100.

Comparability--A question on the sex of individuals has been asked of the total population in every census.

VETERAN STATUS

Data on veteran status, period of military service, and years of military service were derived from answers to questionnaire item 17, which was asked of a sample of persons.

Veteran Status--The data on veteran status were derived from responses to question 17a. For census data products, a "civilian veteran" is a person 16 years old or over who had served (even for a short time) but is not now serving on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard, or who served as a Merchant Marine seaman during World War II. Persons who served in the National Guard or military Reserves are classified as veterans only if they were ever called or ordered to active duty not counting the 4-6 months for initial training or yearly summer camps. All other civilians 16 years old and over are classified as nonveterans.

Period of Military Service--Persons who indicated in question 17a that they had served on active duty (civilian veterans) or were now on active duty were asked to indicate in question 17b the period or periods in which they served. Persons serving in at least one wartime period are classified in their most recent wartime period. For example, persons who served both during the Korean conflict and the post-Korean peacetime era between February 1955 and July 1964 are classified in one of the two "Korean conflict" categories. If the same person had also served during the Vietnam era, he or she would instead be included in the "Vietnam era and Korean conflict" category. The responses were edited to eliminate inconsistencies between reported period(s) of service and the age of the person and to cancel out reported combinations of periods containing unreasonable gaps (for example, a person could not serve during World War I and the Korean conflict without serving during World War II). Note that the period of service categories shown in this report are mutually exclusive.

Years of Military Service--Persons who indicated in question 17a that they had served on active duty (civilian veterans) or were now on active duty were asked to report the total number of years of active-duty service in question 17c. The data were edited for consistency with responses to question 17b (Period of Military Service) and with the age of the person.

Limitation of the Data--There may be a tendency for the following kinds of persons to report erroneously that they served on active duty in the Armed Forces: (a) persons who served in the National Guard or military Reserves but were never called to active duty; (b) civilian employees or volunteers for the USO, Red Cross, or the Department of Defense (or its predecessor Departments, War and Navy); and (c) employees of the Merchant Marine or Public Health Service. There may also be a tendency for persons to erroneously round up months to the nearest year in question 17c (for example, persons with 1 year 8 months of active duty military service may mistakenly report "2 years").

Comparability--Since census data on veterans were based on self-reported responses, they may differ from data from other sources such as administrative records of the Department of Defense. Census data may also differ from Veterans Administration data on the benefits-eligible population, since factors determining eligibility for veterans benefits differ from the rules for classifying veterans in the census.

The wording of the question on veteran status (17a) for 1990 was expanded from the veteran/not veteran question in 1980 to include questions on current active duty status and service in the military Reserves and the National Guard. The expansion was intended to clarify the appropriate response for persons in the Armed Forces and for persons who served in the National Guard or military Reserve units only. For the first time in a census, service during World War II as a Merchant Marine Seaman was considered active-duty military service and persons with such service were counted as veterans. An additional period of military service, "September 1980 or later" was added in 1990. As in 1970 and 1980, persons reporting more than one period of service are shown in the most recent wartime period of service category. Question 17c (Years of Military Service) was new for 1990.

WORK DISABILITY STATUS

Data on work disability were derived from answers to questionnaire item 18, which was asked of a sample of persons 15 years old and over. Persons were identified as having a work disability if they had a health condition that had lasted for 6 or more months and which limited the kind or amount of work they could do at a job or business. A person was limited in the kind of work he or she could do if the person had a health condition which restricted his or her choice of jobs. A person was limited in the amount of work if he or she was not able to work full-time. Persons with a work disability were further classified as "Prevented from working" or "Not prevented from working."

The term "health condition" referred to both physical and mental conditions. A temporary health problem, such as a broken bone that was expected to heal normally, was not considered a health condition.

Comparability--The wording of the question on work disability was the same in 1990 as in 1980. Information on work disability was first collected in 1970. In that census, the work disability question did not contain a clause restricting the definition of disability to limitations caused by a health condition that had lasted 6 or more months; however, it did contain a separate question about the duration of the disability.

WORK STATUS IN 1989

Data on work status in 1989 were derived from answers to questionnaire item 31, which was asked of a sample of persons. Persons 16 years old and over who worked 1 or more weeks according to the criteria described below are classified as "Worked in 1989." All other persons 16 years old and over are classified as "Did not work in 1989." Some tabulations showing work status in 1989 include 15 year olds; these persons, by definition, are classified as "Did not work in 1989."

Weeks Worked in 1989--The data on weeks worked in 1989 were derived from responses to questionnaire item 31b. Question 31b (Weeks Worked in 1989) was asked of persons 16 years old and over who indicated in question 31a that they worked in 1989.

The data pertain to the number of weeks during 1989 in which a person did any work for pay or profit (including paid vacation and paid sick leave) or worked without pay on a family farm or in a family business. Weeks of active service in the Armed Forces are also included.

Usual Hours Worked Per Week Worked in 1989--The data on usual hours worked per week worked in 1989 were derived from answers to questionnaire item 31c. This question was asked of persons 16 years old and over who indicated that they worked in 1989.

The data pertain to the number of hours a person usually worked during the weeks worked in 1989. The respondent was to report the number of hours worked per week in the majority of the weeks he or she worked in 1989. If the hours worked per week varied considerably during 1989, the respondent was to report an approximate average of the hours worked per week. The statistics on usual hours worked per week in 1989 are not necessarily related to the data on actual hours worked during the census reference week (question 21b).

Persons 16 years old and over who reported that they usually worked 35 or more hours each week during the weeks they worked are classified as "Usually worked full time;" persons who reported that they usually worked 1 to 34 hours are classified as "Usually worked part time."

Year-Round Full-Time Workers--All persons 16 years old and over who usually worked 35 hours or more per week for 50 to 52 weeks in 1989.

Number of Workers in Family in 1989--The term "worker" as used for these data is defined based on the criteria for Work Status in 1989.

Limitation of the Data--It is probable that the number of persons who worked in 1989 and the number of weeks worked are understated since there was some tendency for respondents to forget intermittent or short periods of employment or to exclude weeks worked without pay. There may also be a tendency for persons not to include weeks of paid vacation among their weeks worked; one result may be that the census figures may understate the number of persons who worked "50 to 52 weeks."

Comparability--The data on weeks worked collected in the 1990 census were comparable with data from the 1980, 1970, and 1960 censuses, but may not be entirely comparable with data from the 1940 and 1950 censuses. Since the 1960 census, two separate questions have been used to obtain this information. The first identified persons with any work experience during the year and, thus, indicated those persons for whom the questions on number of weeks worked applied. In 1940 and 1950, however, the questionnaires contained only a single question on number of weeks worked.

In 1970, persons responded to the question on weeks worked by indicating one of six weeks-worked intervals. In 1980 and 1990, persons were asked to enter the specific number of weeks they worked.

YEAR OF ENTRY


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Data on year of entry were derived from answers to questionnaire item 10, which was asked of a sample of persons. The question, "When did this person come to the United States to stay?" was asked of persons who indicated in the question on citizenship that they were not born in the United States. (For more information, see the discussion under "Citizenship.")

The 1990 census questions, tabulations, and census data products about citizenship and year of entry include no reference to immigration. All persons who were born and resided outside the United States before becoming residents of the United States have a date of entry. Some of these persons are U.S. citizens by birth (e.g., persons born in Puerto Rico or born abroad of American parents). To avoid any possible confusion concerning the date of entry of persons who are U.S. citizens by birth, the term, "year of entry" is used in this report instead of the term "year of immigration."

Limitation of the Data--The census questions on nativity, citizenship, and year of entry were not designed to measure the degree of permanence of residence in the United States. The phrase, "to stay" was used to obtain the year in which the person became a resident of the United States. Although the respondent was directed to indicate the year he or she entered the country "to stay," it was difficult to ensure that respondents interpreted the phrase correctly.

Comparability--A question on year of entry, (alternately called "year of immigration") was asked in each decennial census from 1890 to 1930, 1970, and 1980. In 1980, the question on year of entry included six arrival time intervals. The number of arrival intervals was expanded to ten in 1990. In 1980, the question on year of entry was asked only of the foreign-born population. In 1990, all persons who responded to the long-form questionnaire and were not born in the United States were to complete the question on year of entry.

**Housing Characteristics**

ACREAGE

The data on acreage were obtained from questionnaire items H5a and H19a. Question H5a was asked at all occupied and vacant one-family houses and mobile homes. Question H19a was asked on a sample basis at occupied and vacant one-family houses and mobile homes.

Question H5a asks whether the house or mobile home is located on a place of 10 or more acres. The intent of this item is to exclude owner-occupied and renter-occupied one-family houses on 10 or more acres from the specified owner- and renter-occupied universes for value and rent tabulations.

Question H19a provides data on whether the unit is located on less than 1 acre. The main purpose of this item, in conjunction with question H19b on agricultural sales, is to identify farm units. (For more information, see discussion under "Farm Residence.")

For both items, the land may consist of more than one tract or plot. These tracts or plots are usually adjoining; however, they may be separated by a road, creek, another piece of land, etc.

Comparability--Question H5a is similar to that asked in 1970 and 1980. This item was asked for the first time of mobile home occupants in 1990. Question H19a is an abbreviated form of a question asked on a sample basis in 1980. In previous censuses, information on city or suburban lot and number of acres was obtained also.

AGRICULTURAL SALES

Data on the sales of agricultural crops were obtained from questionnaire item H19b, which was asked on a sample basis at occupied one-family houses and mobile homes located on lots of 1 acre or more. Data for this item exclude units on lots of less than 1 acre, units located in structures containing 2 or more units, and all vacant units. This item refers to the total amount (before taxes and expenses) received in 1989 from the sale of crops, vegetables, fruits, nuts, livestock and livestock products, and nursery and forest products, produced on "this property." Respondents new to a unit were asked to estimate total agricultural sales in 1989 even if some portion of the sales had been made by other occupants of the unit.

This item is used mainly to classify housing units as farm or nonfarm residences, not to provide detailed information on the sale of agricultural products. Detailed information on the sale of agricultural products is provided by the Census Bureau's Census of Agriculture (Factfinder for the Nation: Agricultural Statistics, Bureau of the Census, 1989). (For more information, see the discussion under "Farm Residence.")

BEDROOMS

Data on bedrooms were obtained from questionnaire item H9, which was asked at both occupied and vacant housing units. This item was asked on a sample basis. The number of bedrooms is the count of rooms designed to be used as bedrooms; that is, the number of rooms that would be listed as bedrooms if the house or apartment were on the market for sale or for rent. Included are all rooms intended to be used as bedrooms even if they currently are being used for some other purpose. A housing unit consisting of only one room, such as a one-room efficiency apartment, is classified, by definition, as having no bedroom.

Comparability--Data on bedrooms have been collected in every census since 1960. In 1970 and 1980, data for bedrooms were shown only for year-round units. In past censuses, a room was defined as a bedroom if it was used mainly for sleeping even if also used for other purposes. Rooms that were designed to be used as bedrooms but used mainly for other purposes were not considered to be bedrooms. A distribution of housing units by number of bedrooms calculated from data collected in a 1986 test showed virtually no differences in the two versions except in the two bedroom category, where the previous "use" definition showed a slightly lower proportion of units.

BOARDED-UP STATUS

Boarded-up status was obtained from questionnaire item C2 and was determined for all vacant units. Boarded-up units have windows and doors covered by wood, metal, or masonry to protect the interior and to prevent entry into the building. A single-unit structure, a unit in a multi-unit structure, or an entire multi-unit structure may be boarded-up in this way. For certain census data products, boarded-up units are shown only for units in the "Other vacant" category. A unit classified as "Usual home elsewhere" can never be boarded up. (For more information, see the discussion under "Usual Home Elsewhere.")

Comparability--This item was first asked in the 1980 census and was shown only for year-round vacant housing units. In 1990, data are shown for all vacant housing units.

BUSINESS ON PROPERTY

Data for business on property were obtained from questionnaire item H5b, which was asked at all occupied and vacant one-family houses and mobile homes. This question is used to exclude owner-occupied one-family houses with business or medical offices on the property from certain statistics on financial characteristics.

A business must be easily recognizable from the outside. It usually will have a separate outside entrance and have the appearance of a business, such as a grocery store, restaurant, or barber shop. It may be either attached to the house or mobile home or be located elsewhere on the property. Those housing units in which a room is used for business or professional purposes and have no recognizable alterations to the outside are not considered as having a business. Medical offices are considered businesses for tabulation purposes.

Comparability--Data on business on property have been collected since 1940.

CONDOMINIUM FEE

The data on condominium fee were obtained from questionnaire item H25, which was asked at owner-occupied condominiums. This item was asked on a sample basis. A condominium fee normally is charged monthly to the owners of the individual condominium units by the condominium owners association to cover operating, maintenance, administrative, and improvement costs of the common property (grounds, halls, lobby, parking areas, laundry rooms, swimming pool, etc.) The costs for utilities and/or fuels may be included in the condominium fee if the units do not have separate meters.

Data on condominium fees may include real estate tax and/or insurance payments for the common property, but do not include real estate taxes or fire, hazard, and flood insurance for the individual unit already reported in questions H21 and H22.

Amounts reported were the regular monthly payment, even if paid by someone outside the household or remain unpaid. Costs were estimated as closely as possible when exact costs were not known.

The data from this item were added to payments for mortgages (both first and junior mortgages and home equity loans); real estate taxes; fire, hazard, and flood insurance payments; and utilities and fuels to derive "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989" for condominium owners.

Comparability--This is a new item in 1990.

CONDOMINIUM STATUS

The data on condominium housing units were obtained from questionnaire item H18, which was asked on a sample basis at both occupied and vacant housing units. Condominium is a type of ownership that enables a person to own an apartment or house in a development of similarly owned units and to hold a common or joint ownership in some or all of the common areas and facilities such as land, roof, hallways, entrances, elevators, swimming pool, etc. Condominiums may be single-family houses as well as units in apartment buildings. A condominium unit need not be occupied by the owner to be counted as such. A unit classified as "mobile home or trailer" or "other" (see discussion under "Units in Structure") cannot be a condominium unit.

Limitation of the Data--Testing done prior to the 1980 and 1990 censuses indicated that the number of condominiums may be slightly overstated.

Comparability--In 1970, condominiums were grouped together with cooperative housing units, and the data were reported only for owner-occupied cooperatives and condominiums. Beginning in 1980, the census identified all condominium units and the data were shown for renter-occupied and vacant year-round condominiums as well as owner occupied. In 1970 and 1980, the question on condominiums was asked on a 100-percent basis. In 1990, it was asked on a sample basis.

CONTRACT RENT

The data on contract rent (also referred to as "rent asked" for vacant units) were obtained from questionnaire item H7a, which was asked at all occupied housing units that were rented for cash rent and all vacant housing units that were for rent at the time of enumeration.

Housing units that are renter occupied without payment of cash rent are shown separately as "No cash rent" in census data products. The unit may be owned by friends or relatives who live elsewhere and who allow occupancy without charge. Rent-free houses or apartments may be provided to compensate caretakers, ministers, tenant farmers, sharecroppers, or others.

Contract rent is the monthly rent agreed to or contracted for, regardless of any furnishings, utilities, fees, meals, or services that may be included. For vacant units, it is the monthly rent asked for the rental unit at the time of enumeration.

If the contract rent includes rent for a business unit or for living quarters occupied by another household, the respondent was instructed to report that part of the rent estimated to be for his or her unit only. Respondents were asked to report rent only for the housing unit enumerated and to exclude any rent paid for additional units or for business premises.

If a renter pays rent to the owner of a condominium or cooperative, and the condominium fee or cooperative carrying charge is also paid by the renter to the owner, the respondent was instructed to include the fee or carrying

charge.

If a renter receives payments from lodgers or roomers who are listed as members of the household, the respondent was instructed to report the rent without deduction for any payments received from the lodgers or roomers. The respondent was instructed to report the rent agreed to or contracted for even if paid by someone else such as friends or relatives living elsewhere, or a church or welfare agency.

In some tabulations, contract rent is presented for all renter-occupied housing units, as well as specified renter-occupied and vacant-for-rent units. Specified renter-occupied and specified vacant-for-rent units exclude one-family houses on 10 or more acres. (For more information on rent, see the discussion under "Gross Rent.")

Median and Quartile Contract Rent--The median divides the rent distribution into two equal parts.

Quartiles divide the rent distribution into four equal parts. In computing median and quartile contract rent, units reported as "No cash rent" are excluded. Median and quartile rent calculations are rounded to the nearest whole dollar. (For more information on medians and quartiles, see the discussion under "Derived Measures.")

Aggregate Contract Rent--To calculate aggregate contract rent, the amount assigned for the category "Less than $80" is $50. The amount assigned to the category "$1,000 or more" is $1,250. Mean contract rent is rounded to the nearest whole dollar. (For more information on aggregates and means, see the discussion under "Derived Measures.")

Limitation of the Data--In the 1970 and 1980 censuses, contract rent for vacant units had high allocation rates, about 35 percent.

Comparability--Data on this item have been collected since 1930. For 1990, quartiles were added because the range of rents and values in the United States has increased in recent years. Upper and lower quartiles can be used to note large rent and value differences among various geographic areas.

DURATION OF VACANCY

The data for duration of vacancy (also referred to as "months vacant") were obtained from questionnaire item D, which was completed by census enumerators. The statistics on duration of vacancy refer to the length of time (in months and years) between the date the last occupants moved from the unit and the time of enumeration. The data, therefore, do not provide a direct measure of the total length of time units remain vacant.

For newly constructed units which have never been occupied, the duration of vacancy is counted from the date construction was completed. For recently converted or merged units, the time is reported from the date conversion or merger was completed. Units occupied by an entire household with a usual home elsewhere are assigned to the "Less than 1 month" interval.

Comparability--Similar data have been collected since 1960. In 1970 and 1980, these data were shown only for year-round vacant housing units. In 1990, these data are shown for all vacant housing units.

FARM RESIDENCE

The data on farm residence were obtained from questionnaire items H19a and H19b. An occupied one-family house or mobile home is classified as a farm residence if: (1) the housing unit is located on a property of 1 acre or more, and (2) at least $1,000 worth of agricultural products were sold from the property in 1989. Group quarters and housing units that are in multi-unit buildings or vacant are not included as farm residences.

A one-family unit occupied by a tenant household paying cash rent for land and buildings is enumerated as a farm residence only if sales of agricultural products from its yard (as opposed to the general property on which it is located) amounted to at least $1,000 in 1989. A one-family unit occupied by a tenant household that does not pay cash rent is enumerated as a farm residence if the remainder of the farm (including its yard) qualifies as a farm.

Farm residence is provided as an independent data item only for housing units located in rural areas. It may be derived for housing units in urban areas from the data items on acreage and sales of agricultural products on the public-use microdata sample (PUMS) files. (For more information on PUMS, see Appendix F, Data Products and User Assistance.)

The farm population consists of persons in households living in farm residences. Some persons who are counted on a property classified as a farm (including in some cases farm workers) are excluded from the farm population. Such persons include those who reside in multi-unit buildings or group quarters.

Comparability--These are the same criteria that were used to define a farm residence in 1980. In 1960 and 1970, a farm was defined as a place of 10 or more acres with at least $50 worth of agricultural sales or a place of less than 10 acres with at least $250 worth of agricultural sales. Earlier censuses used other definitions. Note that the definition of a farm residence differs from the definition of a farm in the Census of Agriculture (Factfinder for the Nation: Agricultural Statistics, Bureau of the Census,

1989).

GROSS RENT

Gross rent is the contract rent plus the estimated average monthly cost of utilities (electricity, gas, and water) and fuels (oil, coal, kerosene, wood, etc.) if these are paid for by the renter (or paid for the renter by someone else). Gross rent is intended to eliminate differentials which result from varying practices with respect to the inclusion of utilities and fuels as part of the rental payment. The estimated costs of utilities and fuels are reported on a yearly basis but are converted to monthly figures for the tabulations. Renter units occupied without payment of cash rent are shown separately as "No cash rent" in the tabulations. Gross rent is calculated on a sample basis.

Comparability--Data on gross rent have been collected since 1940 for renter-occupied housing units. In 1980, costs for electricity and gas were collected as average monthly costs. In 1990, all utility and fuel costs were collected as yearly costs and divided by 12 to provide an average monthly cost.

GROSS RENT AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1989

Gross rent as a percentage of household income in 1989 is a computed ratio of monthly gross rent to monthly household income (total household income in 1989 divided by 12). The ratio was computed separately for each unit and was rounded to the nearest whole percentage. Units for which no cash rent is paid and units occupied by households that reported no income or a net loss in 1989 comprise the category "Not computed." This item is calculated on a sample basis.

HOUSE HEATING FUEL

The data on house heating fuel were obtained from questionnaire item H14, which was asked at occupied housing units. This item was asked on a sample basis. The data show the type of fuel used most to heat the house or apartment.

Utility Gas--Includes gas piped through underground pipes from a central system to serve the neighborhood.

Bottled, Tank, or LP Gas--Includes liquid propane gas stored in bottles or tanks which are refilled or exchanged when empty.

Fuel Oil, Kerosene, Etc.--Includes fuel oil, kerosene, gasoline, alcohol, and other combustible liquids.

Wood--Includes purchased wood, wood cut by household members on their property or elsewhere, driftwood, sawmill or construction scraps, or the like.

Solar Energy--Includes heat provided by sunlight which is collected, stored, and actively distributed to most of the rooms.

Other Fuel--Includes all other fuels not specified elsewhere.

No Fuel Used--Includes units that do not use any fuel or that do not have heating equipment.

Comparability--Data on house heating fuel have been collected since 1940. The category, "Solar energy" is new for 1990.

INSURANCE FOR FIRE, HAZARD, AND FLOOD

The data on fire, hazard, and flood insurance were obtained from questionnaire item H22, which was asked at a sample of owner-occupied one-family houses, condominiums, and mobile homes. The statistics for this item refer to the annual premium for fire, hazard, and flood insurance on the property (land and buildings); that is, policies that protect the property and its contents against loss due to damage by fire, lightning, winds, hail, flood, explosion, and so on.

Liability policies are included only if they are paid with the fire, hazard, and flood insurance premiums and the amounts for fire, hazard, and flood cannot be separated. Premiums are included even if paid by someone outside the household or remain unpaid. When premiums are paid on other than a yearly basis, the premiums are converted to a yearly basis.

The payment for fire, hazard, and flood insurance is added to payments for real estate taxes, utilities, fuels, and mortgages (both first and junior mortgages and home equity loans) to derive "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989."

A separate question (H23d) determines whether insurance premiums are included in the mortgage payment to the lender(s). This makes it possible to avoid counting these premiums twice in the computations.

Comparability--Data on payment for fire and hazard insurance were collected for the first time in 1980. Flood insurance was not specifically mentioned in the wording of the question in 1980. The question was asked only at owner-occupied one-family houses. Excluded were mobile homes, condominiums, houses with a business or medical office on the property, houses on 10 or more acres, and housing units in multi-unit buildings. In 1990, the question was asked of all one-family owner-occupied houses, includ-

ing houses on 10 or more acres. It also was asked at mobile homes, condominiums, and one-family houses with a business or medical office on the property.

LIVING QUARTERS

Living quarters are classified as either housing units or group quarters. (For more information, see the discussion of "Group Quarters" under Population Characteristics.) Usually, living quarters are in structures intended for residential use (for example, a one-family home, apartment house, hotel or motel, boarding house, or mobile home). Living quarters also may be in structures intended for nonresidential use (for example, the rooms in a warehouse where a guard lives), as well as in places such as tents, vans, shelters for the homeless, dormitories, barracks, and old railroad cars.

Housing Units--A housing unit is a house, an apartment, a mobile home or trailer, a group of rooms or a single room occupied as separate living quarters or, if vacant, intended for occupancy as separate living quarters. Separate living quarters are those in which the occupants live and eat separately from any other persons in the building and which have direct access from outside the building or through a common hall.

The occupants may be a single family, one person living alone, two or more families living together, or any other group of related or unrelated persons who share living arrangements. For vacant units, the criteria of separateness and direct access are applied to the intended occupants whenever possible. If that information cannot be obtained, the criteria are applied to the previous occupants.

Both occupied and vacant housing units are included in the housing unit inventory, except that recreational vehicles, boats, vans, tents, railroad cars, and the like are included only if they are occupied as someone's usual place of residence. Vacant mobile homes are included provided they are intended for occupancy on the site where they stand. Vacant mobile homes on dealers' sales lots, at the factory, or in storage yards are excluded from the housing inventory.

If the living quarters contains nine or more persons unrelated to the householder or person in charge (a total of at least 10 unrelated persons), it is classified as group quarters. If the living quarters contains eight or fewer persons unrelated to the householder or person in charge, it is classified as a housing unit.

Occupied Housing Units--A housing unit is classified as occupied if it is the usual place of residence of the person or group of persons living in it at the time of enumeration, or if the occupants are only temporarily absent; that is, away on vacation or business. If all the persons staying in the unit at the time of the census have their usual place of residence elsewhere, the unit is classified as vacant. A household includes all the persons who occupy a housing unit as their usual place of residence. By definition, the count of occupied housing units for 100-percent tabulations is the same as the count of households or householders. In sample tabulations, the counts of household and occupied housing units may vary slightly because of different sample weighting methods.

Vacant Housing Units--A housing unit is vacant if no one is living in it at the time of enumeration, unless its occupants are only temporarily absent. Units temporarily occupied at the time of enumeration entirely by persons who have a usual residence elsewhere also are classified as vacant. (For more information, see discussion under "Usual Home Elsewhere.")

New units not yet occupied are classified as vacant housing units if construction has reached a point where all exterior windows and doors are installed and final usable floors are in place. Vacant units are excluded if they are open to the elements; that is, the roof, walls, windows, and/or doors no longer protect the interior from the elements, or if there is positive evidence (such as a sign on the house or in the block) that the unit is condemned or is to be demolished. Also excluded are quarters being used entirely for nonresidential purposes, such as a store or an office, or quarters used for the storage of business supplies or inventory, machinery, or agricultural products.

Hotels, Motels, Rooming Houses, Etc.--Occupied rooms or suites of rooms in hotels, motels, and similar places are classified as housing units only when occupied by permanent residents; that is, persons who consider the hotel as their usual place of residence or have no usual place of residence elsewhere. Vacant rooms or suites of rooms are classified as housing units only in those hotels, motels, and similar places in which 75 percent or more of the accommodations are occupied by permanent residents.

If any of the occupants in a rooming or boarding house live and eat separately from others in the building and have direct access, their quarters are classified as separate housing units.

Staff Living Quarters--The living quarters occupied by staff personnel within any group quarters are separate housing units if they satisfy the housing unit criteria of separateness and direct access; otherwise, they are considered group quarters.

Comparability--The first Census of Housing in 1940 established the "dwelling unit" concept. Although the term became "housing unit" and the definition has been modified slightly in succeeding censuses, the 1990 definition is essentially comparable to previous censuses. There was no

change in the housing unit definition between 1980 and 1990.

KITCHEN FACILITIES

Data on kitchen facilities were obtained from questionnaire item H11, which was asked at both occupied and vacant housing units. A unit has complete kitchen facilities when it has all of the following: (1) an installed sink with piped water, (2) a range, cook top and convection or microwave oven, or cookstove, and (3) a refrigerator. All kitchen facilities must be located in the structure. They need not be in the same room. Portable cooking equipment is not considered a range or cookstove. An ice box is not considered to be a refrigerator.

Comparability--Data on complete kitchen facilities were collected for the first time in 1970. Earlier censuses collected data on individual components, such as kitchen sink and type of refrigeration equipment. In 1970 and 1980, data for kitchen facilities were shown only for year-round units. In 1990, data are shown for all housing units.

MEALS INCLUDED IN RENT

The data on meals included in the rent were obtained from questionnaire item H7b, which was asked of all occupied housing units that were rented for cash and all vacant housing units that were for rent at the time of enumeration.

The statistics on meals included in rent are presented for specified renter-occupied and specified vacant-for-rent units. Specified renter-occupied and specified vacant-for-rent units exclude one-family houses on 10 or more acres. (For more information, see the discussion under "Contract Rent.")

Comparability--This is a new item in 1990. It is intended to measure "congregate" housing, which generally is considered to be housing units where the rent includes meals and other services, such as transportation to shopping and recreation.

MOBILE HOME COSTS

The data on mobile home costs were obtained from questionnaire item H26, which was asked at owner-occupied mobile homes. This item was asked on a sample basis.

These data include the total yearly costs for personal property taxes, land or site rent, registration fees, and license fees on all owner-occupied mobile homes. The instructions are to not include real estate taxes already reported in question H21.

Costs are estimated as closely as possible when exact costs are not known. Amounts are the total for an entire 12-month billing period, even if they are paid by someone outside the household or remain unpaid.

The data from this item are added to payments for mortgages, real estate taxes, fire, hazard, and flood insurance payments, utilities, and fuels to derive selected monthly owner costs for mobile homes owners.

Comparability--This item is new for 1990.

MORTGAGE PAYMENT

The data on mortgage payment were obtained from questionnaire item H23b, which was asked at owner occupied one-family houses, condominiums, and mobile homes. This item was asked on a sample basis. Question H23b provides the regular monthly amount required to be paid the lender for the first mortgage (deed of trust, contract to purchase, or similar debt) on the property. Amounts are included even if the payments are delinquent or paid by someone else. The amounts reported are included in the computation of "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989" for units with a mortgage.

The amounts reported include everything paid to the lender including principal and interest payments, real estate taxes, fire, hazard, and flood insurance payments, and mortgage insurance premiums. Separate questions determine whether real estate taxes and fire, hazard, and flood insurance payments are included in the mortgage payment to the lender. This makes it possible to avoid counting these components twice in the computation of "Selected Monthly Owner Costs."

Comparability--Information on mortgage payment was collected for the first time in 1980. It was collected only at owner-occupied one-family houses. Excluded were mobile homes, condominiums, houses with a business or medical office on the property, one-family houses on 10 or more acres, and housing units in multi-unit buildings. In 1990, the questions on monthly mortgage payments were asked of all owner-occupied one-family houses, including one-family houses on 10 or more acres. They were also asked at mobile homes, condominiums, and one-family houses with a business or medical office.

The 1980 census obtained total regular monthly mortgage payments, including payments on second or junior mortgages, from a single question. Two questions were used in 1990; one for regular monthly payments on first mortgages, and one for regular monthly payments on second or junior mortgages or home equity loans. (For more information, see the discussion under "Second or Junior Mortgage Payment.")

MORTGAGE STATUS

The data on mortgage status were obtained from questionnaire items H23a and H24a, which were asked at owner-occupied one-family houses, condominiums, and mobile homes. "Mortgage" refers to all forms of debt where the property is pledged as security for repayment of the debt. It includes such debt instruments as deeds of trust, trust deeds, contracts to purchase, land contracts, junior mortgages and home equity loans.

A mortgage is considered a first mortgage if it has prior claim over any other mortgage or if it is the only mortgage on the property. All other mortgages, (second, third, etc.) are considered junior mortgages. A home equity loan is generally a junior mortgage. If no first mortgage is reported, but a junior mortgage or home equity loan is reported, then the loan is considered a first mortgage.

In most census data products, the tabulations for "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989" usually are shown separately for units "with a mortgage" and for units "not mortgaged." The category "not mortgaged" is comprised of housing units owned free and clear of debt.

Comparability--A question on mortgage status was included in the 1940 and 1950 censuses, but not in the 1960 and 1970 censuses. The item was reinstated in 1980 along with a separate question dealing with the existence of second or junior mortgages. In 1980, the mortgage status questions were asked at owner-occupied one-family houses on less than 10 acres. Excluded were mobile homes, condominiums, houses with a business or medical office, houses on 10 or more acres, and housing units in multi-unit buildings. In 1990, the questions were asked of all one-family owner-occupied housing units, including houses on 10 or more acres. They were also asked at mobile homes, condominiums, and houses with a business or medical office.

PERSONS IN UNIT

This item is based on the 100-percent count of persons in occupied housing units. All persons occupying the housing unit are counted, including the householder, occupants related to the householder, and lodgers, roomers, boarders, and so forth.

The data on "persons in unit" show the number of housing units occupied by the specified number of persons. The phrase "persons in unit" is used for housing tabulations, "persons in households" for population items. Figures for "persons in unit" match those for "persons in household" for 100-percent data products. In sample products, they may differ because of the weighting process.

Median Persons in Unit--In computing median persons in unit, a whole number is used as the midpoint of an interval; thus, a unit with 4 persons is treated as an interval ranging from 3.5 to 4.5 persons. Median persons is rounded to the nearest hundredth. (For more information on medians, see the discussion under "Derived Measures.")

Persons in Occupied Housing Units--This is the total population minus those persons living in group quarters. "Persons per occupied housing unit" is computed by dividing the population living in housing units by the number of occupied housing units.

PERSONS PER ROOM

"Persons per room" is obtained by dividing the number of persons in each occupied housing unit by the number of rooms in the unit. Persons per room is rounded to the nearest hundredth. The figures shown refer, therefore, to the number of occupied housing units having the specified ratio of persons per room.

Mean Persons Per Room--This is computed by dividing persons in housing units by the aggregate number of rooms. This is intended to provide a measure of utilization. A higher mean may indicate a greater degree of utilization or crowding; a low mean may indicate under-utilization. (For more information on means, see the discussion under "Derived Measures.")

PLUMBING FACILITIES

The data on plumbing facilities were obtained from questionnaire item H10, which was asked at both occupied and vacant housing units. This item was asked on a sample basis. Complete plumbing facilities include hot and cold piped water, a flush toilet, and a bathtub or shower. All three facilities must be located inside the house, apartment, or mobile home, but not necessarily in the same room. Housing units are classified as lacking complete plumbing facilities when any of the three facilities are not present.

Comparability--The 1990 data on complete plumbing facilities are not strictly comparable with the 1980 data. In 1980, complete plumbing facilities were defined as hot and cold piped water, a bathtub or shower, and a flush toilet in the housing unit for the exclusive use of the residents of that unit. In 1990, the Census Bureau dropped the requirement of exclusive use from the definition of complete plumbing facilities. Of the 2.3 million year-round housing units classified in 1980 as lacking complete plumbing for exclusive use, approximately 25 percent of these units had complete plumbing but the facilities were also used by members of another household. From 1940 to 1970, separate and more detailed questions were asked on piped water, bathing, and toilet facilities. In 1970 and 1980, the data on plumbing facilities were shown only for year-round units.

## POVERTY STATUS OF HOUSEHOLDS IN 1989

The data on poverty status of households were derived from answers to the income questions. The income items were asked on a sample basis. Households are classified below the poverty level when the total 1989 income of the family or of the nonfamily householder is below the appropriate poverty threshold. The income of persons living in the household who are unrelated to the householder is not considered when determining the poverty status of a household, nor does their presence affect the household size in determining the appropriate poverty threshold. The poverty thresholds vary depending upon three criteria: size of family, number of children, and age of the family householder or unrelated individual for one and two-persons households. (For more information, see the discussion of "Poverty Status in 1989" and "Income in 1989" under Population Characteristics.)

## REAL ESTATE TAXES

The data on real estate taxes were obtained from questionnaire item H21, which was asked at owner-occupied one-family houses, condominiums, and mobile homes. The statistics from this question refer to the total amount of all real estate taxes on the entire property (land and buildings) payable in 1989 to all taxing jurisdictions, including special assessments, school taxes, county taxes, and so forth.

Real estate taxes include State, local, and all other real estate taxes even if delinquent, unpaid, or paid by someone who is not a member of the household. However, taxes due from prior years are not included. If taxes are paid on other than a yearly basis, the payments are converted to a yearly basis.

The payment for real estate taxes is added to payments for fire, hazard, and flood insurance; utilities and fuels; and mortgages (both first and junior mortgages and home equity loans) to derive "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989." A separate question (H23c) determines whether real estate taxes are included in the mortgage payment to the lender(s). This makes it possible to avoid counting taxes twice in the computations.

Comparability--Data for real estate taxes were collected for the first time in 1980. The question was asked only at owner-occupied one-family houses. Excluded were mobile homes or trailers, condominiums, houses with a business or medical office on the property, houses on 10 or more acres, and housing units in multi-unit buildings. In 1990, the question was asked of all one-family owner-occupied houses, including houses on 10 or more acres. It also was asked at mobile homes, condominiums, and one-family houses with a business or medical office on the property.

## ROOMS

The data on rooms were obtained from questionnaire item H3, which was asked at both occupied and vacant housing units. The statistics on rooms are in terms of the number of housing units with a specified number of rooms. The intent of this question is to count the number of whole rooms used for living purposes.

For each unit, rooms include living rooms, dining rooms, kitchens, bedrooms, finished recreation rooms, enclosed porches suitable for year-round use, and lodger's rooms. Excluded are strip or pullman kitchens, bathrooms, open porches, balconies, halls or foyers, half-rooms, utility rooms, unfinished attics or basements, or other unfinished space used for storage. A partially divided room is a separate room only if there is a partition from floor to ceiling, but not if the partition consists solely of shelves or cabinets.

Median Rooms--This measure divides the room distribution into two equal parts, one-half of the cases falling below the median number of rooms and one-half above the median. In computing median rooms, the whole number is used as the midpoint of the interval; thus, the category "3 rooms" is treated as an interval ranging from 2.5 to 3.5 rooms. Median rooms is rounded to the nearest tenth. (For more information on medians, see the discussion under "Derived Measures.")

Aggregate Rooms--To calculate aggregate rooms, an arbitrary value of "10" is assigned to rooms for units falling within the terminal category, "9 or more." (For more information on aggregates and means, see the discussion under "Derived Measures.")

Comparability--Data on rooms have been collected since 1940. In 1970 and 1980, these data were shown only for year-round housing units. In 1990, these data are shown for all housing units.

## SECOND OR JUNIOR MORTGAGE PAYMENT

The data on second or junior mortgage payments were obtained from questionnaire items H24a and H24b, which were asked at owner-occupied one-family houses, condominiums, and mobile homes. Question H24a asks whether a second or junior mortgage or a home equity loan exists on the property. Question H24b provides the regular monthly amount required to be paid to the lender on all second or junior mortgages and home equity loans. Amounts are included even if the payments are delinquent or paid by someone else. The amounts reported are included in the computation of "Selected Monthly Owner Costs" and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989" for units with a mortgage.

All mortgages other than first mortgages are classified as "junior" mortgages. A second mortgage is a junior mortgage that gives the lender a claim against the property that is second to the claim of the holder of the first mortgage. Any other junior mortgage(s) would be subordinate to the second mortgage. A home equity loan is a line of credit available to the borrower that is secured by real estate. It may be placed on a property that already has a first or second mortgage, or it may be placed on a property that is owned free and clear.

If the respondents answered that no first mortgage existed, but a second mortgage did (as in the above case with a home equity loan), a computer edit assigned the unit a first mortgage and made the first mortgage monthly payment the amount reported in the second mortgage. The second mortgage data were then made "No" in question H24a and blank in question H24b.

Comparability--The 1980 census obtained total regular monthly mortgage payments, including payments on second or junior mortgages, from one single question. Two questions were used in 1990: one for regular monthly payments on first mortgages, and one for regular monthly payments on second or junior mortgages and home equity loans.

SELECTED MONTHLY OWNER COSTS

The data on selected monthly owner costs were obtained from questionnaire items H20 through H26 for a sample of owner-occupied one-family houses, condominiums, and mobile homes. Selected monthly owner costs is the sum of payments for mortgages, deeds of trust, contracts to purchase, or similar debts on the property (including payments for the first mortgage, second or junior mortgages, and home equity loans); real estate taxes; fire, hazard, and flood insurance on the property; utilities (electricity, gas, and water); and fuels (oil, coal, kerosene, wood, etc.). It also includes, where appropriate, the monthly condominium fee for condominiums and mobile home costs (personal property taxes, site rent, registration fees, and license fees) for mobile homes.

In certain tabulations, selected monthly owner costs are presented separately for specified owner-occupied housing units (owner-occupied one-family houses on fewer than 10 acres without a business or medical office on the property), owner-occupied condominiums, and owner-occupied mobile homes. Data usually are shown separately for units "with a mortgage" and for units "not mortgaged."

Median Selected Monthly Owner Costs--This measure is rounded to the nearest whole dollar.

Comparability--The components of selected monthly owner costs were collected for the first time in 1980. The 1990 tabulations of selected monthly owner costs for specified owner-occupied housing units are virtually identical to 1980, the primary difference was the amounts of the first and second mortgages were collected in separate questions in 1990, while the amounts were collected in a single question in 1980. The component parts of the item were tabulated for mobile homes and condominiums for the first time in 1990.

In 1980, costs for electricity and gas were collected as average monthly costs. In 1990, all utility and fuel costs were collected as yearly costs and divided by 12 to provide an average monthly cost.

SELECTED MONTHLY OWNER COSTS AS A PERCENTAGE OF HOUSEHOLD INCOME IN 1989

The information on selected monthly owner costs as a percentage of household income in 1989 is the computed ratio of selected monthly owner costs to monthly household income in 1989. The ratio was computed separately for each unit and rounded to the nearest whole percentage. The data are tabulated separately for specified owner- occupied units, condominiums, and mobile homes.

Separate distributions are often shown for units "with a mortgage" and for units "not mortgaged." Units occupied by households reporting no income or a net loss in 1989 are included in the "not computed" category. (For more information, see the discussion under "Selected Monthly Owner Costs.")

Comparability--The components of selected monthly owner costs were collected for the first time in 1980. The tabulations of "Selected Monthly Owner Costs as a Percentage of Household Income in 1989" for specified owner-occupied housing units are comparable to 1980.

SEWAGE DISPOSAL

The data on sewage disposal were obtained from questionnaire item H16, which was asked at both occupied and vacant housing units. This item was asked on a sample basis. Housing units are either connected to a public sewer, to a septic tank or cesspool, or they dispose of sewage by other means. A public sewer may be operated by a government body or by a private organization. A housing unit is considered to be connected to a septic tank or cesspool when the unit is provided with an underground pit or tank for sewage disposal. The category, "Other means" includes housing units which dispose of sewage in some other way.

Comparability--Data on sewage disposal have been collected since 1940. In 1970 and 1980, data were shown only for year-round housing units. In 1990, data are shown for all housing units.

SOURCE OF WATER

The data on source of water were obtained from questionnaire item H15, which was asked at both occupied and vacant housing units. Housing units may receive their water supply from a number of sources. A common source supplying water to five or more units is classified as a "Public system or private company." The water may be supplied by a city, county, water district, water company, etc., or it may be obtained from a well which supplies water to five or more housing units. If the water is supplied from a well serving four or fewer housing units, the units are classified as having water supplied by either an "Individual drilled well" or an "Individual dug well." Drilled wells or small diameter wells are usually less than 1-1/2 feet in diameter. Dug wells are usually larger than 1-1/2 feet wide and generally hand dug. The category, "Some other source" includes water obtained from springs, creeks, rivers, lakes, cisterns, etc.

Comparability--Data on source of water have been collected since 1940. In 1970 and 1980, data were shown only for year-round housing units. In 1990, data are shown for all housing units.

TELEPHONE IN HOUSING UNIT

The data on telephones were obtained from questionnaire item H12, which was asked at occupied housing units. This item was asked on a sample basis. A telephone must be inside the house or apartment for the unit to be classified as having a telephone. Units where the respondent uses a telephone located inside the building but not in the respondent's living quarters are classified as having no telephone.

Comparability--Data on telephones in 1980 are comparable to 1990. The 1960 and 1970 censuses collected data on telephone availability. A unit was classified as having a telephone available if there was a telephone number on which occupants of the unit could be reached. The telephone could have been in another unit, in a common hall, or outside the building.

TENURE

The data for tenure were obtained from questionnaire item H4, which was asked at all occupied housing units. All occupied housing units are classified as either owner occupied or renter occupied.

Owner Occupied--A housing unit is owner occupied if the owner or co-owner lives in the unit even if it is mortgaged or not fully paid for. The owner or co-owner must live in the unit and usually is the person listed in column 1 of the questionnaire. The unit is "Owned by you or someone in this household with a mortgage or loan" if it is being purchased with a mortgage or some other debt arrangement such as a deed of trust, trust deed, contract to purchase, land contract, or purchase agreement. The unit is also considered owned with a mortgage if it is built on leased land and there is a mortgage on the unit.

A housing unit is "Owned by you or someone in this household free and clear (without a mortgage)" if there is no mortgage or other similar debt on the house, apartment, or mobile home including units built on leased land if the unit is owned outright without a mortgage. Although owner-occupied units are divided between mortgaged and owned free and clear on the questionnaire, census data products containing 100-percent data show only total owner-occupied counts. More extensive mortgage information was collected on the long-form questionnaire and are shown in census products containing sample data. (For more information, see the discussion under "Mortgage Status.")

Renter Occupied--All occupied housing units which are not owner occupied, whether they are rented for cash rent or occupied without payment of cash rent, are classified as renter occupied. "No cash rent" units are separately identified in the rent tabulations. Such units are generally provided free by friends or relatives or in exchange for services such as resident manager, caretaker, minister, or tenant farmer. Housing units on military bases also are classified in the "No cash rent" category. "Rented for cash rent" includes units in continuing care, sometimes called life care arrangements. These arrangements usually involve a contract between one or more individuals and a health services provider guaranteeing the individual shelter, usually a house or apartment, and services, such as meals or transportation to shopping or recreation.

Comparability--Data on tenure have been collected since 1890. In 1970, the question on tenure also included a category for condominium and cooperative ownership. In 1980, condominium units and cooperatives were dropped from the tenure item, and since 1980, only condominium units are identified in a separate question.

For 1990, the response categories were expanded to allow the respondent to report whether the unit was owned with a mortgage or free and clear (without a mortgage). The distinction between units owned with a mortgage and units owned free and clear was added in 1990 to improve the count of owner-occupied units. Research after the 1980 census indicated some respondents did not consider their units owned if they had a mortgage.

UNITS IN STRUCTURE

The data on units in structure (also referred to as "type of structure") were obtained from questionnaire item H2, which was asked at all housing units. A structure is a separate building that either has open spaces on all sides or

is separated from other structures by dividing walls that extend from ground to roof. In determining the number of units in a structure, all housing units, both occupied and vacant, are counted. Stores and office space are excluded.

The statistics are presented for the number of housing units in structures of specified type and size, not for the number of residential buildings.

1-Unit, Detached--This is a 1-unit structure detached from any other house; that is, with open space on all four sides. Such structures are considered detached even if they have an adjoining shed or garage. A one-family house that contains a business is considered detached as long as the building has open space on all four sides. Mobile homes or trailers to which one or more permanent rooms have been added or built also are included.

1-Unit, Attached--This is a 1-unit structure that has one or more walls extending from ground to roof separating it from adjoining structures. In row houses (sometimes called townhouses), double houses, or houses attached to nonresidential structures, each house is a separate, attached structure if the dividing or common wall goes from ground to roof.

2 or More Units--These are units in structures containing 2 or more housing units, further categorized as units in structures with 2, 3 or 4, 5 to 9, 10 to 19, 20 to 49, and 50 or more units.

Mobile Home or Trailer--Both occupied and vacant mobile homes to which no permanent rooms have been added are counted in this category. Mobile homes or trailers used only for business purposes or for extra sleeping space and mobile homes or trailers for sale on a dealer's lot, at the factory, or in storage are not counted in the housing inventory.

Other--This category is for any living quarters occupied as a housing unit that does not fit the previous categories. Examples that fit this category are houseboats, railroad cars, campers, and vans.

Comparability--Data on units in structure have been collected since 1940 and on mobile homes and trailers since 1950. In 1970 and 1980, these data were shown only for year-round housing units. In 1990, these data are shown for all housing units. In 1980, the data were collected on a sample basis. The category, "Boat, tent, van, etc." was replaced in 1990 by the category "Other." In some areas, the proportion of units classified as "Other" is far larger than the number of units that were classified as "Boat, tent, van, etc." in 1980.

USUAL HOME ELSEWHERE

The data for usual home elsewhere are obtained from questionnaire item B, which was completed by census employees. A housing unit temporarily occupied at the time of enumeration entirely by persons with a usual residence elsewhere is classified as vacant. The occupants are classified as having a "Usual home elsewhere" and are counted at the address of their usual place of residence. Typical examples are people in a vacation home, persons renting living quarters temporarily for work, and migrant workers.

Limitation of the Data--Evidence from previous censuses suggests that in some areas enumerators marked units as "vacant--usual home elsewhere" when they should have marked "vacant--regular."

Comparability--Data for usual home elsewhere was tabulated for the first time in 1980.

UTILITIES

The data on utility costs were obtained from questionnaire items H20a through H20d, which were asked of occupied housing units. These items were asked on a sample basis.

Questions H20a through H20d asked for the yearly cost of utilities (electricity, gas, water) and other fuels (oil, coal, wood, kerosene, etc.). For the tabulations, these yearly amounts are divided by 12 to derive the average monthly cost and are then included in the computation of "Gross Rent," "Gross Rent as a Percentage of Household Income in 1989," "Selected Monthly Owner Costs," and "Selected Monthly Owner Costs as a Percentage of Household Income in 1989."

Costs are recorded if paid by or billed to occupants, a welfare agency, relatives, or friends. Costs that are paid by landlords, included in the rent payment, or included in condominium or cooperative fees are excluded.

Limitation of the Data--Research has shown that respondents tended to overstate their expenses for electricity and gas when compared to utility company records. There is some evidence that this overstatement is reduced when yearly costs are asked rather than monthly costs. Caution should be exercised in using these data for direct analysis because costs are not reported for certain kinds of units such as renter-occupied units with all utilities included in the rent and owner-occupied condominium units with utilities included in the condominium fee.

Comparability--The data on utility costs have been collected since 1980 for owner-occupied housing units, and since 1940 for renter-occupied housing units. In 1980, costs for electricity and gas were collected as average monthly costs. In 1990, all utility and fuel costs were collected as yearly costs and divided by 12 to provide an average monthly

cost.

VACANCY STATUS

The data on vacancy status were obtained from questionnaire item C1, which was completed by census enumerators. Vacancy status and other characteristics of vacant units were determined by enumerators obtaining information from landlords, owners, neighbors, rental agents, and others. Vacant units are subdivided according to their housing market classification as follows:

For Rent--These are vacant units offered "for rent," and vacant units offered either "for rent" or "for sale."

For Sale Only--These are vacant units being offered "for sale only," including units in cooperatives and condominium projects if the individual units are offered "for sale only."

Rented or Sold, Not Occupied--If any money rent has been paid or agreed upon but the new renter has not moved in as of the date of enumeration, or if the unit has recently been sold but the new owner has not yet moved in, the vacant unit is classified as "rented or sold, not occupied."

For Seasonal, Recreational, or Occasional Use--These are vacant units used or intended for use only in certain seasons or for weekend or other occasional use throughout the year.

Seasonal units include those used for summer or winter sports or recreation, such as beach cottages and hunting cabins. Seasonal units also may include quarters for such workers as herders and loggers. Interval ownership units, sometimes called shared-ownership or time-sharing condominiums, also are included here.

For Migrant Workers--These include vacant units intended for occupancy by migratory workers employed in farm work during the crop season. (Work in a cannery, a freezer plant, or a food-processing plant is not farm work.)

Other Vacant--If a vacant unit does not fall into any of the classifications specified above, it is classified as "other vacant." For example, this category includes units held for occupancy by a caretaker or janitor, and units held for personal reasons of the owner.

Homeowner Vacancy Rate--This is the percentage relationship between the number of vacant units for sale and the total homeowner inventory. It is computed by dividing the number of vacant units for sale only by the sum of the owner-occupied units and the number of vacant units that are for sale only.

Rental Vacancy Rate--This is the percentage relationship of the number of vacant units for rent to the total rental inventory. It is computed by dividing the number of vacant units for rent by the sum of the renter- occupied units and the number of vacant units for rent.

Comparability--Data on vacancy status have been collected since 1940. For 1990, the category, "seasonal/recreational/occasional use" combined vacant units classified in 1980 as "seasonal or migratory" and "held for occasional use." Also, in 1970 and 1980, housing characteristics generally were presented only for year-round units. In 1990, housing characteristics are shown for all housing units.

VALUE

The data on value (also referred to as "price asked" for vacant units) were obtained from questionnaire item H6, which was asked at housing units that were owned, being bought, or vacant for sale at the time of enumeration. Value is the respondent's estimate of how much the property (house and lot, mobile home and lot, or condominium unit) would sell for if it were for sale. If the house or mobile home was owned or being bought, but the land on which it sits was not, the respondent was asked to estimate the combined value of the house or mobile home and the land. For vacant units, value was the price asked for the property.

Value was tabulated separately for all owner-occupied and vacant-for-sale housing units, owner-occupied and vacant-for-sale mobile homes or trailers, and specified owner-occupied and specified vacant-for-sale housing units. Specified owner-occupied and specified vacant-for-sale housing units include only one-family houses on fewer than 10 acres without a business or medical office on the property. The data for "specified units" exclude mobile homes, houses with a business or medical office, houses on 10 or more acres, and housing units in multi-unit buildings.

Median and Quartile Value--The median divides the value distribution into two equal parts. Quartiles divide the value distribution into four equal parts. These measures are rounded to the nearest hundred dollars. (For more information on medians and quartiles, see the discussion under "Derived Measures.")

Aggregate Value--To calculate aggregate value, the amount assigned for the category "Less than $10,000" is $9,000. The amount assigned to the category "$500,000 or more" is $600,000. Mean value is rounded to the nearest hundred dollars. (For more information on aggregates and means, see the discussion under "Derived Measures.")

Comparability--In 1980, value was asked only at owner-occupied or vacant- for-sale one-family houses on fewer than 10 acres with no business or medical office on the

property and at all owner-occupied or vacant-for-sale condominium housing units. Mobile homes were excluded. Value data were presented for specified owner-occupied housing units, specified vacant-for- sale-only housing units, and owner-occupied condominium housing units.

In 1990, the question was asked at all owner-occupied or vacant-for-sale-only housing units with no exclusions. Data presented for specified owner-occupied and specified vacant-for-sale-only housing units will include one-family condominium houses but not condominiums in multi-unit structures since condominium units are now identified only in long-form questionnaires.

For 1990, quartiles have been added because the range of values and rents in the United States has increased in recent years. Upper and lower quartiles can be used to note large value and rent differences among various geographic areas.

VEHICLES AVAILABLE

The data on vehicles available were obtained from questionnaire item H13, which was asked at occupied housing units. This item was asked on a sample basis. These data show the number of households with a specified number of passenger cars, vans, and pickup or panel trucks of one-ton capacity or less kept at home and available for the use of household members. Vehicles rented or leased for one month or more, company vehicles, and police and government vehicles are included if kept at home and used for nonbusiness purposes. Dismantled or immobile vehicles are excluded. Vehicles kept at home but used only for business purposes also are excluded.

Vehicles Per Household--This is computed by dividing aggregate vehicles available by the number of occupied housing units.

Limitation of the Data--The 1980 census evaluations showed that the number of automobiles was slightly overreported; the number of vans and trucks slightly underreported. The statistics do not measure the number of vehicles privately owned or the number of households owning vehicles.

Comparability--Data on automobiles available were collected from 1960 to 1980. In 1980, a separate question also was asked on the number of trucks and vans. The data on automobiles and trucks and vans were presented separately and also as a combined vehicles available tabulation. The 1990 data are comparable to the 1980 vehicles available tabulations.

YEAR HOUSEHOLDER MOVED INTO UNIT

The data on year householder moved into unit were obtained from questionnaire item H8, which was asked at occupied housing units. This item was asked on a sample basis. These data refer to the year of the latest move by the householder. If a householder moved back into a housing unit he or she previously occupied, the year of the latest move was reported. If the householder moved from one apartment to another within the same building, the year the householder moved into the present apartment was reported. The intent is to establish the year the present occupancy by the householder began. The year that the householder moved in is not necessarily the same year other members of the household moved, although in the great majority of cases an entire household moves at the same time.

Comparability--In 1960 and 1970, this question was asked of every person and included in population reports. This item in housing tabulations refers to the year the householder moved in. In 1980 and 1990, the question was asked only of the householder.

YEAR STRUCTURE BUILT

The data on year structure built were obtained from questionnaire item H17, which was asked at both occupied and vacant housing units. This item was asked on a sample basis. Data on year structure built refer to when the building was first constructed, not when it was remodeled, added to, or converted. For housing units under construction that met the housing unit definition--that is, all exterior windows, doors, and final usable floors were in place--the category "1989 or March 1990" was used. For a houseboat or a mobile home or trailer, the manufacturer's model year was assumed to be the year built. The figures shown in census data products relate to the number of units built during the specified periods that were still in existence at the time of enumeration.

Median Year Structure Built--The median divides the distribution into two equal parts. The median is rounded to the nearest calendar year. Median age of housing can be obtained by subtracting median year structure built from 1990. For example, if the median year structure built is 1957, the median age of housing in that area is 33 years (1990 minus 1957).

Limitation of the Data--Data on year structure built are more susceptible to errors of response and nonreporting than data on many other items because respondents must rely on their memory or on estimates by persons who have lived in the neighborhood a long time. Available evidence indicates there is underreporting in the older-year-structure- built categories, especially "Built in 1939 or earlier." The introduction of the "Don't know" category (see the discussion on "Comparability") may have resulted in relatively higher allocation rates. Data users should refer to the discussion in Appendix C, Accuracy of the Data, and to the allocation tables.

Comparability--Data on year structure built were collected for the first time in the 1940 census. Since then, the response categories have been modified to accommodate the 10-year period between each census. In 1990, the category, "Don't Know," was added in an effort to minimize the response error mentioned in the paragraph above on limitation of the data.

DERIVED MEASURES

Census data products include various derived measures, such as medians, means, and percentages, as well as certain rates and ratios. Derived measures that round to less than 0.1 are not shown but indicated as zero. In printed reports, zero is indicated by a dash (-).

Interpolation

Interpolation frequently is used in calculating medians or quartiles based on interval data and in approximating standard errors from tables. Linear interpolation is used to estimate values of a function between two known values. "Pareto interpolation" is an alternative to linear interpolation. It is used by the Census Bureau in calculating median income within intervals wider than $2,500. In Pareto interpolation, the median is derived by interpolating between the logarithms of the upper and lower income limits of the median category.

Mean

This measure represents an arithmetic average of a set of values. It is derived by dividing the sum of a group of numerical items (or aggregate) by the total number of items. Aggregates are used in computing mean values. For example, mean family income is obtained by dividing the aggregate of all income reported by persons in families by the total number of families. (Additional information on means and aggregates is included in the separate explanations of many population and housing subjects.)

Median

This measure represents the middle value in a distribution. The median divides the total frequency into two equal parts: one-half of the cases fall below the median and one-half of the cases exceed the median. The median is computed on the basis of the distribution as tabulated, which is sometimes more detailed than the distribution shown in specific census publications and other data products.

In reports, if the median falls within the upper interval of the tabulation distribution, the median is shown as the initial value of the interval followed by a plus sign (+); if within the lower interval, the median is shown as the upper value of the category followed by a minus sign (-). For summary tape files, if the median falls within the upper or lower interval, it is set to a specified value. (Additional information on medians is included in the separate explanations of many population and housing subjects.)

Percentages, Rates, and Ratios

These measures are frequently presented in census products to compare two numbers or two sets of measurements. These comparisons are made in two ways: (1) subtraction, which provides an absolute measure of the difference between two items, and (2) the quotient of two numbers, which provides a relative measure of difference.

Quartile

This measure divides a distribution into four equal parts. The first quartile (or lower quartile) is the value that defines the upper limit of the lowest one-quarter of the cases. The second quartile is the median. The third quartile (or upper quartile) defines the lower limit of the upper one-quarter of the cases in the distribution. The difference between the upper and lower quartiles is called the interquartile range. This interquartile range is less affected by wide variations than is the mean. Quartiles are presented for certain financial characteristics such as housing value and rent.

**Geography**

BLOCK

Census blocks are small areas bounded on all sides by visible features such as streets, roads, streams, and railroad tracks, and by invisible boundaries such as city, town, township, and county limits, property lines, and short, imaginary extensions of streets and roads.

Tabulation blocks, used in census data products, are in most cases the same as collection blocks, used in the census enumeration. In some cases, collection blocks have been "split" into two or more parts required for data tabulations. Tabulation blocks do not cross the boundaries of counties, county subdivisions, places, census tracts or block numbering areas, American Indian and Alaska Native areas, congressional districts, voting districts, urban or rural areas, or urbanized areas. The 1990 census is the first for which the entire United States and its possessions are block-numbered.

Blocks are numbered uniquely within each census tract or BNA. A block is identified by a three-digit number, sometimes with a single alphabetical suffix. Block numbers with suffixes generally represent collection blocks that were "split" in order to identify separate geographic entities that divide the original block. For example, when a city limit runs through data collection block 101, the data for the portion inside the city is tabulated in block 101A and the portion outside, in block 101B. A block number with the suffix "Z" represents a "crews-of-vessels" entity for which the Census Bureau tabulates data, but that does not represent a true geographic area; such a block is shown on census maps associated with an anchor symbol and a census tract or block numbering area with a .99 suffix.

BLOCK GROUP (BG)

Geographic Block Group

A geographic block group (BG) is a cluster of blocks having the same first digit of their three-digit identifying numbers within a census tract or block numbering area (BNA). For example, BG 3 within a census tract or BNA includes all blocks numbered between 301 and 397. In most cases, the numbering involves substantially fewer than 97 blocks. Geographic BG's never cross census tract or BNA boundaries, but may cross the boundaries of county subdivisions, places, American Indian and Alaska Native areas, urbanized areas, voting districts, and congressional districts. BG's generally contain between 250 and 550 housing units, with the ideal size being 400 housing units.

Tabulation Block Group

In the data tabulations, a geographic BG may be split to present data for every unique combination of county subdivision, place, American Indian and Alaska Native area, urbanized area, voting district, urban/rural and congressional district shown in the data product; for example, if BG 3 is partly in a city and partly outside the city, there will be separate tabulated records for each portion of BG 3. BG's are used in tabulating decennial census data nationwide in the 1990 census, in all block-numbered areas in the 1980 census, and in Tape Address Register (TAR) areas in the 1970 census. For purposes of data presentation, BG's are a substitute for the enumeration districts (ED's) used for reporting data in many parts of the United States for the 1970 and 1980 censuses, and in all areas for pre-1970 censuses.

CENSUS TRACT AND BLOCK NUMBERING AREA

Block Numbering Area--Block numbering areas (BNA's) are small statistical subdivisions of a county for grouping and numbering blocks in nonmetropolitan counties where local census statistical areas committees have not established census tracts. State agencies and the Census Bureau delineated BNA's for the 1990 census, using guidelines similar to those for the delineation of census tracts. BNA's do not cross county boundaries.

BNA's are identified by a four-digit basic number and may have a two-digit suffix; for example, 9901.07. The decimal point separating the four-digit basic BNA number from the two-digit suffix is shown in printed reports, in microfiche, and on census maps; in machine-readable files, the decimal point is implied. Many BNA's do not have a suffix; in such cases, the suffix field is left blank in all data products. BNA numbers range from 9501 through 9989.99, and are unique within a county (numbers in the range of 0001 through 9499.99 denote a census tract). The suffix .99 identifies a BNA that was populated entirely by persons aboard one or more civilian or military ships. A "crews-of-vessels" BNA appears on census maps only as an anchor symbol with its BNA number (and block numbers on maps showing block numbers); the BNA relates to the ships associated with the onshore BNA's having the same four-digit basic number. Suffixes in the range .80 through .98 usually identify BNA's that either were revised or were created during the 1990 census data collection activities. Some of these revisions produced BNA's that have extremely small land area and may have little or no population or housing. For data analysis, such a BNA can be summarized with an adjacent BNA.

Census Tract--Census tracts are small, relatively permanent statistical
subdivisions of a county. Census tracts are delineated for all metropolitan areas (MA's) and other densely populated counties by local census statistical areas committees following Census Bureau guidelines (more than 3,000 census

tracts have been established in 221 counties outside MA's). Six States (California, Connecticut, Delaware, Hawaii, New Jersey, and Rhode Island) and the District of Columbia are covered entirely by census tracts. Census tracts usually have between 2,500 and 8,000 persons and, when first delineated, are designed to be homogeneous with respect to population characteristics, economic status, and living conditions. Census tracts do not cross county boundaries. The spatial size of census tracts varies widely depending on the density of settlement. Census tract boundaries are delineated with the intention of being maintained over a long time so that statistical comparisons can be made from census to census. However, physical changes in street patterns caused by highway construction, new development, etc., may require occasional revisions; census tracts occasionally are split due to large population growth, or combined as a result of substantial population decline. Census tracts are referred to as "tracts" in all 1990 data products.

Census tracts are identified by a four-digit basic number and may have a two-digit suffix; for example, 6059.02. The decimal point separating the four-digit basic tract number from the two-digit suffix is shown in printed reports, in microfiche, and on census maps; in machine-readable files, the decimal point is implied. Many census tracts do not have a suffix; in such cases, the suffix field is left blank in all data products. Leading zeros in a census tract number (for example, 002502) are shown only on machine-readable files.

Census tract numbers range from 0001 through 9499.99 and are unique within a county (numbers in the range of 9501 through 9989.99 denote a block numbering area). The suffix .99 identifies a census tract that was populated entirely by persons aboard one or more civilian or military ships. A "crews-of-vessels" census tract appears on census maps only as an anchor symbol with its census tract number (and block numbers on maps showing block numbers). These census tracts relate to the ships associated with the onshore census tract having the same four-digit basic number. Suffixes in the range .80 through .98 usually identify census tracts that either were revised or were created during the 1990 census data collection activities. Some of these revisions may have resulted in census tracts that have extremely small land area and may have little or no population or housing. For data analysis, such a census tract can be summarized with an adjacent census tract.

CONSOLIDATED SCHOOL DISTRICT

A public school district which provides education for persons in grades from pre-kindergarten (or kindergarten) through grade 12.

COUNTY

The primary political divisions of most States are termed "counties." In Louisiana, these divisions are known as "parishes." In Alaska, which has no counties, the county equivalents are the organized "boroughs" and the "census areas" that are delineated for statistical purposes by the State of Alaska and the Census Bureau. In four States (Maryland, Missouri, Nevada, and Virginia), there are one or more cities that are independent of any county organization and thus constitute primary divisions of their States. These cities are known as "independent cities" and are treated as equivalent to counties for statistical purposes. That part of Yellowstone National Park in Montana is treated as a county equivalent. The District of Columbia has no primary divisions, and the entire area is considered equivalent to a county for statistical purposes.

Each county and county equivalent is assigned a three-digit FIPS code that is unique within State. These codes are assigned in alphabetical order of county or county equivalent within State, except for the independent cities, which follow the listing of counties.

GEOGRAPHIC CODE

Geographic codes are shown primarily on machine-readable data products, such as computer tape and compact disc-read only memory (CD-ROM), but also appear on other products such as microfiche; they also are shown on some census maps. Codes are identified as "census codes" only if there is also a Federal Information Processing Standards (FIPS) code for the same geographic entity. A code that is not identified as either "census" or "FIPS" is usually a census code for which there is no FIPS equivalent, or for which the Census Bureau does not use the FIPS code. The exceptions, which use only the FIPS code in census products, are county, congressional district, and metropolitan area (that is, metropolitan statistical area, consolidated metropolitan statistical area, and primary metropolitan statistical area).

Census Code--Census codes are assigned for a variety of geographic entities, including American Indian and Alaska Native area, census division, census region, county subdivision, place, State, urbanized area, and voting district. The structure, format, and meaning of census codes appear in the 1990 census Geographic Identification Code Scheme; in the data dictionary portion of the technical documentation for summary tape files, CD-ROM's, and microfiche.

Federal Information Processing Standards (FIPS) Code

Federal Information Processing Standards (FIPS) codes are assigned for a variety of geographic entities, including American Indian and Alaska Native area, congressional district, county, county subdivision, metropolitan area, place, and State. The structure, format, and meaning of

FIPS codes used in the census are shown in the 1990 census Geographic Identification Code Scheme; in the data dictionary portion of the technical documentation for summary tape files, CD-ROM's, and microfiche.

The objective of the FIPS codes is to improve the use of data resources of the Federal Government and avoid unnecessary duplication and incompatibilities in the collection, processing, and dissemination of data. More information about FIPS and FIPS code documentation is available from the National Technical Information Service, Springfield,
VA 22161.

ELEMENTARY SCHOOL DISTRICT

A public school district which provides education for persons in grades from pre-kindergarten (or kindergarten) through grade 6 or 8.

INTERMEDIATE SCHOOL DISTRICT

A public school district which provides education for persons in grades 7, 8 and 9.

INTERNAL POINT

An internal point is a set of geographic coordinates (latitude and longitude) that is located within a specified geographic entity. A single point is identified for each entity; for many entities, this point represents the approximate geographic center of that entity. If the shape of the entity caused this point to be located outside the boundaries of the entity, it is relocated from the center so that it is within the entity. If the internal point for a block falls in a water area, it is relocated to a land area within the block. On machine-readable products, internal points are shown to six decimal places; the decimal point is implied.

METROPOLITAN AREA (MA)

The general concept of a metropolitan area (MA) is one of a large population nucleus, together with adjacent communities that have a high degree of economic and social integration with that nucleus. Some MA's are defined around two or more nuclei.

The MA classification is a statistical standard, developed for use by Federal agencies in the production, analysis, and publication of data on MA's. The MA's are designated and defined by the Federal Office of Management and Budget, following a set of official published standards. These standards were developed by the interagency Federal Executive Committee on Metropolitan Areas, with the aim of producing definitions that are as consistent as possible for all MA's nationwide.

Each MA must contain either a place with a minimum population of 50,000 or a Census Bureau-defined urbanized area and a total MA population of at least 100,000 (75,000 in New England). An MA comprises one or more central counties. An MA also may include one or more outlying counties that have close economic and social relationships with the central county. An outlying county must have a specified level of commuting to the central counties and also must meet certain standards regarding metropolitan character, such as population density, urban population, and population growth. In New England, MA's are composed of cities and towns rather than whole counties.

The territory, population, and housing units in MA's are referred to as "metropolitan." The metropolitan category is subdivided into "inside central city" and "outside central city." The territory, population, and housing units located outside MA's are referred to as "nonmetropolitan." The metropolitan and nonmetropolitan classification cuts across the other hierarchies; for example, there is generally both urban and rural territory within both metropolitan and nonmetropolitan areas.

To meet the needs of various users, the standards provide for a flexible structure of metropolitan definitions that classify an MA either as a metropolitan statistical area (MSA) or as a consolidated metropolitan statistical area (CMSA) that is divided into primary metropolitan statistical areas (PMSA's). Documentation of the MA standards and how they are applied is available from the Secretary, Federal Executive Committee on Metropolitan Areas, Population Division, U.S. Bureau of the Census, Washington, DC 20233.

Central City--In each MSA and CMSA, the largest place and, in some cases, additional places are designated as "central cities" under the official standards. A few PMSA's do not have central cities. The largest central city and, in some cases, up to two additional central cities are included in the title of the MA; there also are central cities that are not included in an MA title. An MA central city does not include any part of that city that extends outside the MA boundary.

Consolidated and Primary Metropolitan Statistical Area (CMSA and PMSA)--If an area that qualifies as an MA has more than one million persons, primary metropolitan statistical areas (PMSA's) may be defined within it. PMSA's consist of a large urbanized county or cluster of counties that demonstrates very strong internal economic and social links, in addition to close ties to other portions of the larger area. When PMSA's are established, the larger area of which they are component parts is designated a consolidated metropolitan statistical
area (CMSA).

Metropolitan Statistical Area (MSA)--Metropolitan statisti-

cal areas (MSA's) are relatively freestanding MA's and are not closely associated with other MA's. These areas typically are surrounded by nonmetropolitan counties.

Metropolitan Area Title and Code--The title of an MSA contains the name of its largest central city and up to two additional city names, provided that the additional places meet specified levels of population, employment, and commuting. Generally, a city with a population of 250,000 or more is in the title, regardless of other criteria.

The title of a PMSA may contain up to three place names, as determined above, or up to three county names, sequenced in order of population. A CMSA title also may include up to three names, the first of which generally is the most populous central city in the area. The second name may be the first city or county name in the most populous remaining PMSA; the third name may be the first city or county name in the next most populous PMSA. A regional designation may be substituted for the second and/or third names in a CMSA title if such a designation is supported by local opinion and is deemed to be unambiguous and suitable by the Office of Management and Budget.

The titles for all MA's also contain the name of each State in which the area is located. Each metropolitan area is assigned a four-digit FIPS code, in alphabetical order nationwide. If the fourth digit of the code is a "2," it identifies a CMSA. Additionally, there is a separate set of two-digit codes for CMSA's, also assigned alphabetically.

PLACE

Places, for the reporting of decennial census data, include census designated places and incorporated places. Each place is assigned a four-digit census code that is unique within State. Each place is also assigned a five-digit FIPS code that is unique within State. Both the census and FIPS codes are assigned based on alphabetical order within State. Consolidated cities (see below) are assigned a one-character alphabetical census code that is unique nationwide and a five-digit FIPS code that is unique within State.

Census Designated Place (CDP)

Census designated places (CDP's) are delineated for the decennial census as the statistical counterparts of incorporated places. CDP's comprise densely settled concentrations of population that are identifiable by name, but are not legally incorporated places. Their boundaries, which usually coincide with visible features or the boundary of an adjacent incorporated place, have no legal status, nor do these places have officials elected to serve traditional municipal functions. CDP boundaries may change with changes in the settlement pattern; a CDP with the same name as in previous censuses does not necessarily have the same boundaries.

Beginning with the 1950 census, the Census Bureau, in cooperation with State agencies and local census statistical areas committees, has identified and delineated boundaries for CDP's. In the 1990 census, the name of each such place is followed by "CDP." In the 1980 census, "(CDP)" was used; in 1970, 1960, and 1950 censuses, these places were identified by "(U)," meaning "unincorporated place."

To qualify as a CDP for the 1990 census, an unincorporated commun must have met the following criteria:

(1) In all States except Alaska and Hawaii, the Census Bureau uses three population size criteria to designate a CDP. These criteria are:

(1a) 1,000 or more persons if outside the boundaries of an urbanized area (UA) delineated for the 1980 census or a subsequent special census.

(1b) 2,500 or more persons if inside the boundaries of a UA delineated for the 1980 census or a subsequent special census.

(1c) 250 or more persons if outside the boundaries of a UA delineated for the 1980 census or a subsequent special census, and within the official boundaries of an American Indian reservation recognized for the 1990 census.

(2) In Alaska, 25 or more persons if outside a UA, and 2,500 or more persons if inside a UA delineated for the 1980 census or a subsequent special census.

(3) In Hawaii, 300 or more persons, regardless of whether the community is inside or outside a UA.

For the 1990 census, CDP's qualified on the basis of the population counts prepared for the 1990 Postcensus Local Review Program. Because these counts were subject to change, a few CDP's may have final population counts lower than the minimums shown above.

Hawaii is the only State with no incorporated places recognized by the Bureau of the Census. All places shown for Hawaii in the data products are CDP's. By agreement with the State of Hawaii, the Census Bureau does not show data separately for the city of Honolulu, which is coextensive with Honolulu County.

SCHOOL DISTRICT

A school district is a geographic area within a state whereby a public school system operates as a governmental entity with responsibility for operating public schools in that geographic area.

For purposes of these tabulations, the boundary of the school district area served by the public school system is defined through the Census Mapping Project coordinated by the National Center for education Statistics and individual participating states through the Council for Chief State School Officers. Boundaries of the 15,304 school districts represented in the Census tabulation are defined as of the 1989-90 school year.

School district boundaries, unlike other geographic areas, used for Census tabulations may pass through census block geographic areas. Likewise school districts may be wholly contained in one counties or include parts of many counties.

In most cases school districts are assigned a name and geographic code identical to that used in the Common Core of Data.

School districts may include either Indian reservation or military school districts, depending upon whether or not the respective state identifies the corresponding school system agency for purposes of carrying out the state's public school program.

*Sub School Districts*. In the states of Hawaii and New York, the state agency participating in the Census Mapping Project mapped several *sub school districts* (SSD). In New York, SSD's include school district geocodes 00011 through 00042 and 60005, 60047, 60061, 60081 and 60085 (comprising essentially the New York City public school district). In Hawaii, SSD's include geocodes except the State of Hawaii school district 00030 (comprising the State of Hawaii public school district). Users should note that the data for SSD's are duplicative relative to school districts tabulations and should be removed when aggregating school district data to state totals.

SECONDARY SCHOOL DISTRICT

A public school district which provides education for persons in grades 9 through grade 12.

TIGER

TIGER is an acronym for the new digital (computer-readable) geographic data base that automates the mapping and related geographic activities required to support the Census Bureau's census and survey programs. The Census Bureau developed the Topologically Integrated Geographic Encoding and Referencing (TIGER) System to automate the geographic support processes needed to meet the major geographic needs of the 1990 census: producing the cartographic products to support data collection and map publication, providing the geographic structure for tabulation and publication of the collected data, assigning residential and employer addresses to their geographic location and relating those locations to the Census Bureau's geographic units, and so forth.

UNIFIED SCHOOL DISTRICT

Synonymous with consolidated school district (see separate entry.

UNITED STATES

The United States comprises the 50 States and the District of Columbia. In addition, the Census Bureau treats the outlying areas as statistical equivalents of States for the 1990 census. The outlying areas include American Samoa, Guam, the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands.

URBAN AND RURAL

The Census Bureau defines "urban" for the 1990 census as comprising all territory, population, and housing units in urbanized areas and in places of 2,500 or more persons outside urbanized areas. More specifically, "urban" consists of territory, persons, and
housing units in:

(1) Places of 2,500 or more persons incorporated as cities, villages, boroughs (except in Alaska and New York), and towns (except in the six New England States, New York, and Wisconsin), but excluding the rural portions of "extended cities."

(2) Census designated places of 2,500 or more persons.

(3) Other territory, incorporated or unincorporated, included in urbanized areas.

Territory, population, and housing units not classified as urban constitute "rural." In the 100-percent data products, "rural" is divided into "places of less than 2,500" and "not in places." The "not in places" category comprises "rural" outside incorporated and census designated places and the rural portions of extended cities. In many data products, the term "other rural" is used; "other rural" is a residual category specific to the classification of the rural in each data product.

In the sample data products, rural population and housing units are subdivided into "rural farm" and "rural nonfarm." "Rural farm" comprises all rural households and housing units on farms (places from which $1,000 or more of agricultural products were sold in 1989); "rural nonfarm" comprises the remaining rural.

The urban and rural classification cuts across the other hierarchies; for example, there is generally both urban and

rural territory within both metropolitan and nonmetropolitan areas.

URBANIZED AREA (UA)

The Census Bureau delineates urbanized areas (UA's) to provide a better separation of urban and rural territory, population, and housing in the vicinity of large places. A UA comprises one or more places ("central place") and the adjacent densely settled surrounding territory ("urban fringe") that together have a minimum of 50,000 persons. The urban fringe generally consists of contiguous territory having a density of least 1,000 persons per square mile. The urban fringe also includes outlying territory of such density if it was connected to the core of the contiguous area by road and is within 1 1/2 road miles of that core, or within 5 road miles of the core but separated by water or other undevelopable territory. Other territory with a population density of fewer than 1,000 people per square mile is included in the urban fringe if it eliminates an enclave or closes an indentation in the boundary of the urbanized area. The population density is determined by (1) outside of a place, one or more contiguous census blocks with a population density of at least 1,000 persons per square mile or (2) inclusion of a place containing census blocks that have at least 50 percent of the population of the place and a density of at least 1,000 persons per square mile. The complete criteria are available from the Chief, Geography Division, U.S. Bureau of the Census, Washington, DC 20233.

Urbanized Area Central Place

One or more central places function as the dominant centers of each UA. The identification of a UA central place permits the comparison of this dominant center with the remaining territory in the UA. There is no limit on the number of central places, and not all central places are necessarily included in the UA title. UA central places include:

Each place entirely (or partially, if the place is an extended city) within the UA that is a central city of a metropolitan area (MA).

If the UA does not contain an MA central city or is located outside of an MA, the central place(s) is determined by population size.

Urbanized Area Title and Code

The title of a UA identifies those places that are most important within the UA; it links the UA to the encompassing MA, where appropriate. If a single MA includes most of the UA, the title and code of the UA generally are the same as the title and code of the MA. If the UA is not mostly included in a single MA, if it does not include any place that is a central city of the encompassing MA, or if it is not located in an MA, the Census Bureau uses the population size of the included places, with a preference for incorporated places, to determine the UA title. The name of each State in which the UA is located also is in each UA title.

The numeric code used to identify each UA is the same as the code for the mostly encompassing MA (including CMSA and PMSA). If MA title cities represent multiple UA's, or the UA title city does not correspond to the first name of an MA title, the Census Bureau assigns a code based on the alphabetical sequence of the UA title in relationship to the other UA and MA titles.

**Administrative (Common Core of Data)**

EDUCATION AGENCY

Government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

ELEMENTARY

General level of instruction classified by state and local practice as elementary: composed of any span of grades not above grade 8 and preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

KINDERGARTEN

Group or class that is part of a public school program, and is taught during the year preceding first grade.

PREKINDERGARTEN

Group or class that is part of a public school program, and is taught during the year or years preceding kindergarten.

PUBLIC SCHOOL

Institution which provides educational services, has one or more grade groups (PK-12) or which is upgraded, and has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator, receives public funds as primary support, and is operated by an education agency.

REGULAR SCHOOL

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

SCHOOL DISTRICT

Education agency or administrative unit which operates under a public board of education.

SECONDARY

General level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

STATE EDUCATION AGENCY

The agency of the state charged with primary responsibility for coordinating and supervising public instruction including the setting of standards for elementary and secondary instruction programs.

STUDENT

Individual for whom instruction is provided in an elementary or secondary educational program under the jurisdiction of a school, school system, or other educational institution.

TEACHER

A professional school staff member who instructs students and maintains daily student attendance figures.

**Financial (Census of Governments, School District Finances)**

ASSISTANCE AND SUBSIDIES

Direct cash grants to individuals for tuition, scholarships, and fellowships and aid to nonpublic educational institutions. Excludes Pell grants to individuals.

BOND FUNDS

Funds established to account for the proceeds of bond issues pending their disbursement.

CAPITAL OUTLAY

Direct expenditure for contract or force account construction of buildings, roads, and other improvements, and for purchases of equipment, land, and existing structures. Includes amounts for additions, replacements, and major alterations to fixed works and structures. However, expenditure for repairs to such works and structures is classified as current operation expenditure.

CASH AND DEPOSITS

Cash on hand and on deposit, including any savings and other time deposits as well as demand deposits.

CASH AND SECURITY HOLDINGS

Cash, deposits, and government and private securities (bonds, notes, stocks, mortgages, etc.) except holdings of agency and private trust funds. Does not include interfund loans, receivables, and the value of real property and other fixed assets.

CONSTRUCTION

Production of fixed works and structures and additions, replacements, and major alterations thereto, including planning and design of specific projects, site improvements, and provision of equipment and facilities that are integral parts of a structure. Includes both contract and force account construction.

CONTRIBUTION FROM PARENT GOVERNMENT

That portion of general revenue from own sources which is appropriated and transferred to a dependent school system by its parent government. Excludes intergovernmental revenue, current charges, and miscellaneous general revenue.

CURRENT CHARGES

Amounts received from the public for performance of specific services benefiting the person charged and from sales of commodities and services. Includes school lunch sales (gross), tuition paid by individuals, and receipts from centrally administered student activity funds. Excludes amounts received from other governments and interfund transfers.

CURRENT OPERATION

Direct expenditure for salaries, employee benefits, purchased professional and technical services, purchased property and other services, and supplies. It includes gross school system expenditures for instruction, support services, and noninstructional functions. It excludes expenditures for debt service, capital outlay, and reimbursement to other governments (including other school systems). Also excluded are payments made on behalf of the school system by other governments including employee retirement payments made by State governments to State retirement funds and to social security. Employer contributions made by those few school systems that have their own retirement systems (such as the Chicago Board of Education, Hawaii public schools, and New York City schools) into own retirement funds are excluded. Current operation expenditure is a standard classification item used in these data.

CURRENT SPENDING

Comprises current operation expenditure (as defined above), payments made by the State government on behalf of school systems, and transfers made by school systems into their own retirement funds. This classification is used only in Census Bureau education reports in an effort to provide statistics for users who wish to make interstate comparisons. It is not used in other government finance reports to avoid double counting expenditures between levels of government and funds.

DEBT

Long-term credit obligations of the school system or its parent government and all interest-bearing short-term (repayable within 1 year) credit obligations. Excludes noninterest-bearing short-term obligations, interfund obligations, amounts owed in a trust or agency capacity, advances and contingent loans from other governments, and rights of individuals to benefits from school system employee-retirement funds.

DEBT OUTSTANDING

All debt obligations remaining unpaid on the date specified.

DEPENDENT SCHOOL SYSTEMS

Dependent school systems are school systems which receive most of their local revenue from appropriations by their parent government. Although most of these monies come from property tax collections, the exact amounts derived from taxes or other revenue sources available to parent governments for appropriations lose their identity. Dependent school system revenue appears in a separate category, "parent government contributions."

D'RECT EXPENDITURE

Payments to employees, suppliers, contractors, beneficiaries, and other final recipients of government payments. It includes current operation, interest paid on debt, and capital outlay but excludes interfund transfers and Payments made to other governments.

EDUCATION EXPENDITURE

Expenditures to and by public elementary-secondary school systems, higher education institutions, and outlays for other education activities. Elementary-Secondary covers all instruction, support services, and noninstructional support activities offered by public elementary-secondary school systems. Regular, special, vocational, and adult education programs offered by elementary-secondary school systems are considered part of this category as well as State government intergovernmental foundation and other grants to local education agencies. Included in Higher Education are all local government post secondary institutions and State universities, community, junior, and other degree conferring colleges. Education and general, auxiliary enterprises, and independent research and development activities are included in higher education but university hospitals, land grant college agriculture experiment station and extension services, and scholarship and fellowship payments are excluded. Other Education applies only to State governments. It consists of educational administration, tuition grants, scholarships and fellowships (excluding Pell grants), aid to private schools, and special programs--schools for deaf and blind and State institutions which do not grant degrees.

EMPLOYEE-RETIREMENT EXPENDITURE

Cash payments to beneficiaries (including withdrawals of contributions) of employee-retirement systems. Excludes cost of administering retirement systems, school system contributions to State-administered employee-retirement systems, and noncontributory gratuities paid to former employees.

EMPLOYEE-RETIREMENT REVENUE

Retirement contributions received from employees and other government or private employers, earnings on investment assets set aside to provide income for retirement system purposes, and State government contributions. Excludes contributions from the employing school district (which are intragovernmental transfers).

ENROLLMENT

Count of pupils on pupil rolls in the fall of the school system's fiscal year for which data are shown.

EQUIPMENT

Apparatus, furnishings, motor vehicles, office machines, and the like having an expected life of more than 5 years. Equipment expenditure consists only of amounts for purchase of equipment, including both additional equipment and replacements. Expenditures for facilities that are integral parts of structures are classified as expenditure for construction or for purchase of land and existing structures.

EXPENDITURE

All amounts of money paid out by a school system--net of recoveries and other correcting transactions--other than for retirement of debt, purchase of securities, extension of loans, and agency transactions. Note that expenditure includes only external transactions of a school system and excludes noncash transactions such as the provision of perquisites or other payments in kind.

FEDERAL AID DISTRIBUTED BY STATE GOVERNMENTS

Aid for such programs as Chapter 1, Child Nutrition Act, Education Consolidated Improvement Act, and other formula grants which are distributed through State agencies.

FEDERALLY AFFECTED AREA ASSISTANCE

Impact aid distributed by the Department of Defense under public laws.

FISCAL YEAR

The 12-month period at the end of which the school district determines its financial condition and the results of its operations and closes its books. Data pertain to school system fiscal years that ended June 30, 1990, except for the following: Alabama--September 30, 1990; Colorado--December 31, 1989; Nebraska, Texas, and the Chicago Board of Education--August 31, 1990.

GENERAL EXPENDITURE

All school system expenditure other than that classified as

employee-retirement or other insurance trust expenditure.

GENERAL REVENUE

All school system revenue except employee-retirement or other insurance trust revenue.

GENERAL REVENUE FROM OWN SOURCES

All general revenue exclusive of intergovernmental revenue. Includes taxes, contributions from parent governments, current charges, and miscellaneous general revenue.

INSTRUCTION

Relates to the instruction function (series 1000) defined in Financial Accounting for Local and State School Systems, National Center for Education Statistics, 1980. Instruction presented under the current operation or current spending headings includes payments from all funds for salaries, employee benefits (paid by school system only if under "current operation" or paid by both school and State if under current spending"), supplies, materials, and contractual services. It excludes capital outlay, debt service, and interfund transfers. Instruction covers regular, special, and vocational programs offered in both the regular school year and summer school. It excludes instructional, student, and other support activities as well as adult education, community services, and student enterprise activities.

INSTRUCTION EXPENDITURE

Relates to the instruction function (series 1000) defined in the National Center for Education Statistics (NCES) publication Financial Accounting for Local and State School Systems, commonly called Handbook II, Revised (1990). It covers expenditures for regular, special, and vocational programs offered in both the regular school year and summer school. It excludes instructional, student, and their support activities as well as adult education, community services, and student enterprise activities. Since not all States prescribe the use of the above financial accounting handbook and its definition of instruction for their school systems, some interstate disparities exist. The most significant is that some State accounting systems do not include employee benefit payments or fixed charges in "instruction."

INTEREST EARNINGS

Interest earned on deposits and securities including amounts for accrued interest on investment securities sold. However, receipts for accrued interest on bonds issued are classified as offsets to interest expenditure. Note that interest earnings shown under general revenue do not include earnings on assets of employee-retirement systems.

INTEREST EXPENDITURE

Amounts paid for use of borrowed money.

INTERGOVERNMENTAL EXPENDITURE

Amounts paid to other governments as fiscal aid in the form of shared revenues and grants-in-aid, school building authority payments, or in lieu of taxes. Excludes amounts paid to other governments for purposes of commodities, property, or utility services, any tax imposed and paid as such, and employer contributions for social insurance -- e.g., contributions to the Federal Government for old age, survivors', disability, and health insurance for school district employees.

INTERGOVERNMENTAL REVENUE

Amounts received from other governments as fiscal aid in the form of shared revenues and grants-in-aid, as reimbursements for performance of general government functions and specific services for the paying government, or in lieu of taxes. Excludes amounts received from other governments for sale of property and commodities. All intergovernmental revenue is classified as general revenue.

From the Federal Government--Intergovernmental revenue received by the school system directly from the Federal Government. Excludes Federal aid channeled through State governments.

From State Government--All intergovernmental revenue received from the State government, including amounts originally from the Federal Government but channeled through the State.

LONG-TERM DEBT

Debt payable more than 1 year after date of issue.

LONG-TERM DEBT ISSUED

The par value of long-term debt obligations incurred during the fiscal period concerned, including funding and refunding obligations. Debt obligations authorized but not actually incurred during the fiscal period are not included.

LONG-TERM DEBT RETIRED

The par value of long-term debt obligations liquidated by repayment or exchange, including debt retired by refunding operations.

MISCELLANEOUS GENERAL REVENUE

General revenue other than taxes, charges, and intergov-

ernmental revenue.

OFFSETS TO DEBT

Cash and investment assets of sinking funds and other reserve funds, however designated, which are specifically held for redemption of long-term debt, including bond reserve funds, deposits with fiscal agents for the redemption of uncanceled debt, and balances in refunding bond accounts held pending completion of refunding transactions.

OTHER THAN CAPITAL OUTLAY

General expenditure exclusive of capital outlay. Includes current operation, interest on debt, and intergovernmental expenditure.

PROPERTY TAXES

Taxes conditioned on ownership of property and measured by its value. Includes general property taxes relating to property as a whole, real and personal, tangible or intangible, whether taxed at a single rate or at classified rates, and taxes on selected types of property, such as motor vehicles or on certain or all intangibles.

PUBLIC SCHOOL SYSTEMS

Includes independent school district governments and dependent school systems. Independent school district governments are organized local entities providing public elementary, secondary, special, vocational-technical, and higher education which, under the law, have sufficient administrative and fiscal autonomy to qualify as governments. Dependent school systems lack sufficient autonomy to be counted as separate governments and are classified as dependent agencies of some other government--a county, municipal, township, or State government.

PURCHASE OF LAND AND EXISTING STRUCTURES

Purchase of these assets as such, purchase of rights-of-way, and title search and similar activity associated with the purchase transactions.

REVENUE

All amounts of money received by a school system from external sources--net of refunds and other correcting transactions--other than from issuance of debt, liquidation of investments, or as agency and private trust transactions. Note that revenue excludes noncash transactions such as receipt of services, commodities, or other "receipts inkind."

SALARIES AND WAGES

Amounts paid for compensation of school system officers and employees. Consists of gross compensation before deductions for withheld taxes, retirement contributions, or other purposes.

SCHOOL BREAKFAST AND LUNCH

Payments by the Department of Agriculture under the Child Nutrition Act for school lunch, special milk, and other programs. Excludes the value of commodities transferred under this program.

SCHOOL LUNCH CHARGES

Gross collections from cafeteria sales to children and adults.

SECURITIES

Stocks and bonds, notes, mortgages, and other formal evidences of indebtedness.

SHORT-TERM DEBT

Interest-bearing debt payable within 1 year from date of issue, such as bond anticipation notes, bank loans, and tax anticipation notes and warrants. Includes obligations having no fixed maturity date if payable from a tax levied for collection in the year of their issuance.

SUPPORT SERVICES

The term support services relates to support services functions (series 2000) defined in Financial Accounting for Local and State School Systems, National Center for Education Statistics, 1980. Support services presented under the current operation or current spending headings includes payments from all funds for salaries, employee benefits (paid by school system only if under "current operation" or paid by both school and State if under "current spending"), supplies, materials, and contractual services. It excludes capital outlay, debt service, and interfund transfers. It covers student, instructional staff, general administration, school administration, business, operation and maintenance of plant, student transportation, central and other support activities. It excludes food services, community services, and student enterprise activities which are included in "Other expenditure."

TAXES

Compulsory contributions exacted by a school system for public purposes, except employee and employer assessments for retirement and social insurance purposes, which are classified as insurance trust revenue. All tax revenue is

classified as general revenue and comprises amounts received (including interest and penalties but excluding protested amounts and refunds) from all taxes imposed by a government. Note that school system tax revenue excludes any amounts from shares of State-imposed-and-collected taxes, which are classified as intergovernmental revenue.

**Appendix H - 1990 Census Subject Matter Index**

Using this Index.

This index has been prepared to facilitate use of the 1990 Census School District Special Tabulation data contained in the School District Data Book.

In this section there are seven subject matter indexes for the 1990 Census data, organized by type of tabulation record. These data record types are:

1 - All households (record types HT and HTS)

2 - All persons (record types PT and PS)

3 - Households with children (record type HC)

4 - Parents living with children (record type PR)

5 - Children's households characteristics (record type CH)

6 - Children's parent's characteristics (record type CP)

7 - Children's oen characteristics (record type CO)

To look up a subject matter item of interest, follow these steps:

Step 1. Determine the type of tabulation (e.g., persons, children, housing units, etc.)

Step 2. Based on the type of tabulation, proceed to the section of this index that describes subject matter contained in that record type.

For example, if you wanted to know the number of children in rural settings by poverty status, you would go to the section on "Children's Own Characteristics" since you are seeking an attribute of children.

Step 3. Once you have selected the correct section, look through the alphabetized list of subject matter items until you locate the item of interest to you. There may be several possible options.

For example, you should look under the subject matter category "Poverty" once you are looking through the Children's Own Characteristics index. By examining the available data tables under this category, it is not obvious that children in rural areas are included in any of those tables. So, you can look data up another way - by the rural attribute. Data are not listed under rural, but they are under the urban and rural category. Note that tabe; "CO-P068" contains the subject matter of interest.

Step 4. Once you have located a table reference containing data of interest, you may refer to the more detailed description of that record. The easiest way to do this is by using the "Select a Specific Table" menu which is a feature of the Profiles and Tables operations within the School District Data Book system. By examining the full detail display of the structure of this table, it becomes clear that data are presented on the number of children by poverty status for rural areas.

Finally, to obtain the actual data value for the number of children in rural areas who are below the poverty level cutoff, you would need to retrieve the data for the geographic areas of interest to you.

Age of Householder
  By Gross Rent as Percent of Household Income HT-H051
  By Tenure HT-H013
Children Under 18 Years in Households
  7 Categories HT-P200
Children 5 to 17 Years in Households
  7 Categories HT-P201
Condominium Status
  By Tenure and Mortgage Status
    for Households with a Teacher HS-H007
Educational Attainment
  Householders (4 Categories) HT-P204
  By Poverty Status HT-P206
  By Race by Hispanic Origin HT-P205
Employment Status
  by Unemployment Status HT-P113
Families
  Total HT-P004
  With a Teacher HS-P004
Family Income
  25 Categories HT-P107
    for Families with a Teacher HS-P107
  Aggregate HT-P108
  Median HT-P107A
Family Type and Presence and Age of Children
  For Families with a Teacher HS-P022
Gross Rent
  17 Categories HT-H043
  Aggregate HT-H044
  Median HT-H043A
Gross Rent as Percent of Household Income
  By Age of Householder HT-H051
Hispanic Origin
  By Aggregate Household Income by Race HT-P084
  By Educational Attainment by Race HT-P205
  By Household Income by Race HT-P082
  By Household Type by Race HT-P020
  By Linguistic Isolation by Race HT-P029B
  By Metro/Non-Metro Area by Race HT-H006A
  By Poverty Status by Race HT-P124
  By Subfamily Type by Race HT-P025A
  By Tenure by Race HT-H010
  By Tenure by Persons per Room by Race HT-H069A
  By Urban and Rural by Race HT-H005A
Households
  Total HT-P005
  With a Teacher HS-P005
Households with Earnings
  Total HT-P089
Households with Public Assistance Income HT-P095
Household Income
  25 Categories HT-P080
    For Families with a Teacher HS-P080
  Aggregate HT-P081
    By Race by Hispanic Origin HT-P084
  Median HT-P080A
  By Race by Hispanic Origin HT-P082
Household Language and Linguistic Isolation
  7 Categories HT-P029
    For Households with a Teacher HS-P029
  By Poverty Status HT-P029A
Household Type
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